

Retaining and Attracting Talent: The Future of U of M Employees

Recommendations of the Civil Service
and P&A Classification and
Compensation Working Groups

April 2008

Table of contents

Introduction	2
Employee group history	3
Project charge	6
Project methodology	7
Project findings	9
Recommendations	11
Implementation plan	15
Looking ahead	17

Appendices

- A: Executive summary
- B: Charge letters
- C: Root causes
- D: Literature review
- E: Focus group summaries
- F: Dean/director interviews summaries
- G: System data—Proposed job families
and job series
- H: System data—Employee counts by job code
- I: System data—Employee turnover data
- J: System data—Employee promotion data
- K: System data—JEQ data
- L: Benchmarking
- M: Roles and responsibilities
- N: Civil service and P&A benefits comparison

Provide feedback on this report

This report is available on the Web at
www.umn.edu/ohr/compensation.

Send your feedback on the report to
classcompstudy@hr-mail.ohr.umn.edu.

Becoming a top-three public research university

In March 2005, an administrative task force created to help with the University's strategic positioning initiative, Transforming the U, recommended the following:

Maximize opportunities for the people of the University to grow, develop, and contribute. The University of Minnesota must transform its human resource system to foster creativity and innovation while enhancing effective, accountable administration. This means not only recruiting individuals at the top of their disciplines, but also providing individuals the means to develop new skills, once hired.

The University went on to define its goal to become one of the world's top three public research universities. As Transforming the U advanced, the University further distilled its human capital goals:

Our task is to recruit, mentor, reward, and maintain world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.

The University's Office of Human Resources sees the reform of its employee classification and compensation systems as an opportunity to support Transforming the U. The University's classification and compensation systems are the foundation of its employee retention and recruitment efforts. The structure provided by these systems sets the stage for effective recruitment, performance management, recognition, and promotion. With classification and compensation systems that are effective and agile, the University will be better positioned to meet its strategic goals.

The Office of Human Resources convened two working groups—one addressing the civil service employee group and one addressing the academic professional and administrative (P&A) employee group. The groups were created to study and propose improvements to the University's classification and compensation systems.

Working group participants

Linda Bjornberg	<i>Director of Human Resources, University Services</i>
Randy Croce	<i>Carlson School of Management Council of Academic Professionals and Administrators</i>
Stacy Doepner-Hove	<i>New Employee Orientation Program Manager, Office of Human Resources, Council of Academic Professionals and Administrators</i>
Frank Douma	<i>Assistant Director of the State and Local Policy Program, Hubert H. Humphrey Institute of Public Affairs, Council of Academic Professionals and Administrators</i>
Cathy Fejes	<i>Human Resource Consultant, Academic Health Center</i>
John Fossum	<i>Professor, Carlson School of Management</i>
Gary French	<i>Senior Administrative Director, Civil Engineering, Civil Service Committee</i>
Mary Luther	<i>Director, Compensation, Office of Human Resources</i>
Mike McGlynn	<i>Human Resources Consultant, Office of Human Resources</i>
Francine Morgan	<i>Human Resources Consultant, Office of Human Resources</i>
Fred Owusu	<i>Director of Human Resources, Academic Health Center</i>
Peg Wolff	<i>Principal Public Relations Rep, Office of University Relations, Civil Service Committee</i>
Karen Wolterstorff	<i>Associate to Dean, Institute of Technology</i>
Deb Page	<i>Compensation Analyst, Office of Human Resources</i>
Susan Rose	<i>Community Program Specialist, Epidemiology and Community Health, Civil Service Committee</i>
Jackie Singer	<i>Director of Retirement Programs, Office of Human Resources</i>
Nan Wilhelmson	<i>Director, Policy Development & Graduate Assistant Employment, Office of Human Resources</i>

The University's employee groups

Six employee groups comprise the University's employment system: (1) faculty, (2) P&A, (3) civil service, (4) union-represented staff, (5) graduate assistants, and (6) students. These six groups are defined under the Board of Regents Policy: Employee Group Definitions.

History of civil service employees

The civil service employee group was one of the first employee groups created at the University. The Board of Regents Policy: Employee Group Definitions describes the civil service employee group:

The University civil service employee group includes exempt and non-exempt staff whose work supports the academic and administrative functions. Staff perform work that includes, but is not limited to, the following: business operations, information technology, student services, service/maintenance, purchasing, and accounting. Administrative civil service positions typically have a span of control at the department/division level or below.

Over time, the makeup of the University's civil service group has changed. New employee groups have formed, and positions that once were in civil service now reside in other employee groups.

In 1984 a Minnesota statute, the Public Employee Labor Relations Act (PELRA), was passed. This law regulates labor relations between public employees, their employers, and the labor organizations that represent employees. PELRA divides the employees of the University into 13 groups for the purposes of potential representation. Three PELRA units comprise the civil service group: the non-instructional professional unit, nursing professional unit, and supervisory employee unit. The majority of civil service employees reside in the non-instructional professional unit. According to PELRA:

The Non-instructional Professional Unit consists of the positions of all employees meeting the requirements of section 179A.03, subdivision 13, clause (a) or (b), which are not defined as included within an instructional unit, the Academic

JEQ system

The civil service classification and compensation system centers around the job evaluation questionnaire (JEQ), a job evaluation system that was created in the 1980s. The JEQ was a response to the Local Government Pay Equity Act (LGPEA) of 1984, a Minnesota statute that required state governments to "establish equitable compensation relationships." The goal of LGPEA was to eliminate gender-based pay discrimination by requiring governments to establish a mechanism to evaluate jobs on institutionally set criteria such as problem solving, knowledge, risk, and supervision.

The University of Minnesota successfully claimed exemption from LGPEA based on the fact that the University existed prior to the formation of the State of Minnesota government.

Although exempt from the law, the University agreed to adopt the principles of the pay equity act and implement a single point factor method to evaluate all civil service positions. The JEQ system was developed internally at the University in the 1980s and has been the mainstay of the civil service classification and compensation plan for nearly 25 years.

The JEQ was originally designed to be completed by compensation analysts in the U's central HR offices. Budget cuts in central administration led to employees and managers completing the questionnaire instead. This has led to a variety of problems, as the form was not designed for users who don't have an HR background.

Some definitions

Classification: Grouping positions based on similar functions or skill sets in order to provide ease of administration and equity in pay practices.

Pay equity: A method of eliminating discrimination against women who are paid less than men for jobs requiring comparable levels of expertise. A policy to establish pay equity usually means: 1) that all jobs will be evaluated and given points according to the level of knowledge and responsibility required to do the job; and 2) that salary adjustments will be based on objective standards.

Professional and Administrative Staff Unit, or the supervisory unit.

179A03, Subd. 13. Professional employee. "Professional employee" means: (a) any employee engaged in work (i) predominantly intellectual and varied in character as opposed to routine mental, manual, mechanical, or physical work; (ii) involving the consistent exercise of discretion and judgment in its performance; (iii) of a character that the output produced or the result accomplished cannot be standardized in relation to a given period of time; and (iv) requiring advanced knowledge in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study in an institution of higher learning or a hospital, as distinguished from a general academic education, an apprenticeship, or training in the performance of routine mental, manual, or physical processes; or (b) any employee, who (i) has completed the course of advanced instruction and study described in clause (iv) of paragraph (a); and (ii) is performing related work under the supervision of a professional person to qualify as a professional employee as defined in paragraph (a); or (c) a teacher.

The civil service employee group is the largest employee group at the University, with 4,780 employees who have an appointment of 75 percent or greater. Civil service employees make up about one quarter of the University's non-student employee population. The group has grown over the last four years proportionate to the overall growth of the University.

The civil service employee group grew from 4,439 (with 75-appointments or greater) in FY04 to 4,780 in FY07, a 7.7-percent increase. University employees with an appointment of 75-percent or greater grew from 16,044 in FY04 to 16,985 in FY07, a 5.9-percent increase. The civil service employee group consists of employees that are exempt and non-exempt from FLSA.

History of P&A employees

The P&A employee group was established in 1980. This new employee group was thought to be a solution for several issues around classification of academic work.

Some definitions

PELRA: A Minnesota statute, the Public Employee Labor Relations Act, that regulates labor relations between public employees, their employers, and the labor organizations that represent the employees.

FLSA: A federal labor law, the Fair Labor Standards Act, that establishes minimum wage, overtime pay, recordkeeping, and child labor standards affecting full-time and part-time workers in the private sector and in federal, state, and local governments. FLSA uses the terms exempt and nonexempt to describe work that is included (nonexempt) or not included (exempt) in the act's overtime and record keeping provisions. The act requires that overtime (payment for hours worked in excess of 40 hours in one week) be paid to employees performing nonexempt work. The act exempts, or does not require, that time-and-one-half be paid to employees performing exempt work.

Existing employment classifications could not accommodate trends converging at the University in the later part of the 1970s and early 1980s. More was being asked of the University by the state and federal government: more research was expected, the requirements for proposing and reporting to grantmakers were becoming more complicated, and legal mandates, particularly affirmative action and EEOC, required considerably more administration. As demands on the University increased, the faculty could no longer manage the burgeoning scope of legal, administrative, and research tasks.

These tasks did not seem to fit under the job classifications found in the civil service employee group. Many of the tasks required flexible hours and professional or academic preparation that was not envisioned—or allowed—under civil service requirements. On the other hand, the job classifications that these tasks required did not meet the requirements of tenure. Moreover, a severe retrenchment at the University as a result of funding cutbacks by the state left the institution with an uncertain and eroding financial situation. A dramatic increase in tenured positions was not deemed possible.

The University's administration proposed creating a new, relatively small employee group, the P&A employee group. The proposed group would be divided

into two categories, academic professional and academic administrative, and the categories were defined as follows:

Academic professional employees parallel disciplinary faculty and have the requisite preparation and specialized knowledge of theory and literature pertinent to an academic discipline or field and relevant research methodologies. These individuals exercise independent professional judgment. They may be engaged in teaching, research, service, and a wide variety of other professional functions of the University. This category was established to accommodate specific needs in academic departments and support service units that require degree preparation.

Academic administrative employees are involved in policy development and execution, and in directing, coordinating, or supervising activities of the University. A baccalaureate degree is minimally required.

P&A employees were to be like faculty and, with the exception of tenure, were to have all the same rights. However, P&A employees were not to perform work identical to faculty work. The initial Board of Regents policy on P&A staff said "these individuals are not engaged in full-time teaching and scholarly work, as are faculty."

Initially, the P&A employee group was created with 44 professional classifications and 34 administrative classifications. While annually renewable and multiple-year appointments were available, the University intended that most P&A employees would transition from probationary to continuous appointments.

Today, the University has 200 professional classifications and 64 administrative classifications. Of the 200 professional classifications, 124 are teaching classifications. The teaching classifications increased in 2001 with the creation of the Administrative Policy on Academic Appointments, which established the standards and procedures for appointing individuals carrying out teaching functions. At this time, P&A teaching classifications began to be defined as career positions, and those holding eligible appointments in these classifications were granted rights, privileges, and benefits comparable to other P&A positions.

Professionals in training

In 1999, the University again expanded the P&A employee group to include a third subset of employees, categorized as professionals-in-training. These classifications are used by individuals who perform research and teaching functions, are involved in further training in a disciplinary field, and often hold internships or residencies. This particular sub-group was not addressed in this study as they are covered by different work rules and compensation plans.

Over time most P&A employees were appointed to annually renewing positions, migrating away from multiple-year and probationary-to-continuous appointments. This migration was due in large part to ongoing financial uncertainties at the University.

Since its inception 27 years ago, the size and scope of the P&A group has mushroomed beyond the intent of the original designers. Academic professional classifications have grown to accommodate the broadening scope of professional work now carried out within the University, especially in areas beyond teaching and research. Academic administrative classifications, which were intended to be confined to administrators working in colleges or areas of central administration that deal primarily with the academic work of the University, were extended to administrators in operational units of the University.

The P&A employee group was created to be eligible for the same compensation and fringe benefits (including health, life and disability insurance, and retirement) that were provided to the faculty. As the employee group expanded beyond its original intent, and as compensation philosophies evolved, the P&A employees were given a separate compensation plan but retained faculty benefits.

The P&A employee group grew from 3,689 (with 75-appointments or greater) in FY04 to 4,053 in FY07, a 9.9-percent increase. University employees with an appointment of 75-percent or greater grew from 16,044 in FY04 to 16,985 in FY07, a 5.9-percent increase.

Purpose and scope of this study

The civil service and P&A working groups were formed in response to a variety of concerns that had been developing over the University's classification and compensation practices. Managers and supervisors had asked for more data and information regarding salary parameters for P&A positions. University units were spending a considerable amount of time conducting internal equity studies to determine if individual employees were being paid fairly relative to their peers in other parts of the University.

Meanwhile, the lines of demarcation between civil service and P&A classifications had become less clear, especially between lower-level P&A positions and higher-level civil service positions. Employees performing similar or identical work within a unit had been assigned to different employee groups with different salary plans, benefit packages, and work rules. Without better University guidance and documentation, University units might be assigning non-exempt work to exempt P&A classifications, or exempt work to non-exempt civil service positions, thereby putting the University at potential legal risk. By definition, all P&A positions are exempt.

The civil service and P&A working groups were asked to review and recommend improvements to the classification and compensation systems that govern civil service and P&A employees. The research and recommendations of the groups were guided by the president's vision that the University be known as much for service and business innovation as for quality research, education, and outreach.

The tasks assigned to the working groups included: (1) reviewing existing classification and compensation policies and practices, (2) reviewing external and internal "great practices," and (3) recommending changes to systems, policies, and practices that will benefit the administration of classification and compensation at the University.

The P&A working group was formed in the spring of 2006 and it developed a list of preliminary recommendations by spring 2007. The working group's recommendations addressed many of the key concerns about the University's classification and compensation practices, but those proposals naturally impacted the civil service employee group. Therefore, the Office of Human Resources convened the civil service working

group to carry out a parallel study of the classification and compensation challenges that faced civil service employees. The P&A working group recommendations were put aside for six months to allow time for the civil service working group to complete its research and compile its recommendations. Some of the findings of the P&A working group were kept confidential until the civil service working group had completed its work. This helped to ensure that the civil service working group would reach conclusions independent of the P&A working group.

In early February 2008, both working groups met together to review their preliminary recommendations. At the meeting, the groups found that their recommendations were similar or identical in nearly every respect.

Both groups concluded that the root issues they identified can be best addressed through broad solutions that cross the boundaries of employee groups, solutions that address the entire trajectory of a career path at the University. Thus, the working groups decided to issue a joint report with joint recommendations proposing changes to the University's classification and compensation systems.

The project methodology we used

Training

Both the civil service and P&A working groups used the same research methodology. Each study began with extensive training on classification and compensation for the members of the working groups. The training focused on classification and compensation principles and legal requirements, as well as University policies and practices.

Problem statements

After completing training, the working groups held brainstorming sessions where we proposed possible opportunities for improvement to the University's classification and compensation systems. Each working group generated several problem statements:

Civil service working group problem statements

- The job evaluation system does not meet current needs. The system needs to be updated, simplified, and more easily understood.
- The same work exists in the civil service and P&A employee groups. These employee groups have different classification, compensation, and benefit plans. The distinction between employee groups is unclear.
- Civil service classifications do not reflect current work and do not meet current needs for hiring and career paths.

P&A working group problem statements

- P&A job classifications are not consistently and appropriately utilized system-wide.
- We do not have a transparent and logical definition of the P&A employee group.
- We do not have defined promotional ladders/career tracks for all P&A employees.
- Managers have difficulty hiring and retaining high performing/talented employees.

Root cause evaluation

We then analyzed the problem statements using an Ishikawa (or fishbone) diagram. The Ishikawa method establishes and clarifies the relationship between an outcome and its main causes. This approach

is based on the belief that, by identifying the underlying or base causes for a problem, the University can design solutions that eliminate the problem rather than reduce the symptoms of the problem. The root causes we identified are found in appendix C.

After proposing the problem statements and identifying the root causes, the groups were ready to test them. We began by gathering data from users of the classification and compensation systems as well as data on promotion patterns at the University.

Literature review

In addition to the above analysis, we also completed an extensive literature review and benchmarking initiative. The literature review included studies regarding factors that have an impact on pay satisfaction, valuing of jobs, job leveling, total rewards, high performance pay, and salary management.

A key insight we gained from the literature review was from the results of a study on pay satisfaction that showed that procedural equity was perceived to be the most important above external and internal equity. The study states that the fairness of the decision-making process itself seems to be more important than the actual amount of compensation that is received by individuals. For additional information regarding the literature review, please refer to appendix D.

Focus groups

The P&A working group held 15 focus groups with a total of 138 participants on the Minneapolis, St. Paul, Duluth, and Morris campuses during November 2006. The civil service group held 22 focus groups with 165 participants on the Minneapolis, St. Paul, Crookston, Duluth, and Morris campuses during the fall of 2007.

The P&A groups were segmented by supervisory and non-supervisory employees. The civil service focus groups were divided into three segments: supervisory, non-exempt, and exempt. In addition, the civil service working group held a focus group for P&A employees who supervise civil service employees. All the sessions were moderated by a facilitator, and members of the working group were present to take notes and observe.

In order to encourage expansive discussions, the focus group questions were carefully framed to encourage participants to think broadly about the issues. The P&A

focus groups were asked questions such as, “In terms of your career and affinity to the University, with what unit do you feel most aligned (department, college, campus, or the University) when it comes to employment and career paths?” The civil service focus groups were asked to “Describe what worked for you and what didn’t work for you in regards to the JEQ process, systems, and tools?” Both focus groups were asked, “What is working for you with the current classification and compensation systems? What is not?” The focus groups provided a wealth of information and insight. This information is detailed in appendix E.

Administration interviews

In addition to listening directly to employees through focus groups, we also spoke with the University’s senior management. The P&A working group interviewed 19 deans and directors across the St. Paul, Minneapolis, Crookston, and Duluth campuses. The civil service group interviewed 10 deans, directors, and managers, primarily in the Twin Cities. Again, the working groups posed broad questions that allowed senior managers to direct the conversation to the aspects of classification and compensation that were most pertinent to them. Summaries of these interviews are included in appendix F.

System data

We also collected and analyzed data tracking employment trends at the University. In appendix J, we document our review of promotional patterns, and appendix I documents employee turnover data. Appendix H details the number of employees found in each of the classifications. This information helped confirm our views about some of the problems with the current structure by detailing the disparity in size between some classifications. For example, the P&A coordinator classification is held by nearly 650 employees while numerous other classifications have no incumbents.

Benchmarking

Our final data-collection effort was a benchmarking study with select peer institutions. The P&A working group gathered data from 15 comparable universities in the Big 10 and from the University of Minnesota’s top-10 benchmarking group. Only universities were solicited during the P&A working group benchmarking

study, as many of the positions in this employee group are specific to higher education. During the civil service working group study, however, private-sector, non-profit sector, and public-sector employers were included, given the more consistently local nature of hiring for the positions in the civil service employee group. The civil service working group benchmarked against nine employers.

The groups interviewed representatives of these peer institutions, asking questions regarding employee group structure, benefit plans, and classification and compensation practices. We probed to understand the level of success these institutions had achieved in their classification and compensation systems and what aspects of their programs they believe led to their success. While the other aspects of our research attempted to verify the original problem statements, the benchmarking phase emphasized gathering new ideas and concepts to explore. The summary of the benchmarking research can be found in appendix L.

In general, the systems that appear to have the highest level of satisfaction are those that are moving toward more market-driven data, enhancing promotional tracks, and offering standardized benefits across all non-bargained positions.

Project findings

Our research revealed a strong thematic consistency, especially from the focus groups, which canvassed over 300 civil service and P&A employees, as well as 29 University leaders. The themes we found can be grouped into five general areas:

- Classification structure
- Career progression
- Consistency
- Compensation and benefits
- Transparency and consultation

Classification structure

Most of the focus groups said that they wanted a clearer, better-defined, and updated classification structure. Civil service employees have a classification structure, but the prevalent opinion is that classification descriptions have not been kept current and no longer represent the work being done. Some employees and senior administrators expressed satisfaction with the broadbanding that has been implemented in the last 10 years in select job families (IT, libraries, etc.).

In its benchmarking work, the P&A working group discovered that no single employer seems to have found the answer. Classification and compensation structures range from very formal and centralized (Northwestern University) to very informal and decentralized (The Ohio State University).

All of the focus groups pointed to a lack of definition between civil service and P&A positions, as well as significant overlap in duties with some positions in the two groups. Deans and directors reported that many managers prefer to hire P&A positions, viewing them as more flexible and more attractive from a recruiting standpoint. Many supervisors reported liking the flexibility within civil service to promote from within the University those employees who have the work experience for a higher-level job but don't meet the degree requirements for P&A positions. While deans and directors recommended improving the classification structure—particularly with the addition of a more logical organization—they also emphasized maintaining the current flexibility that allows colleges or units to tailor P&A classifications to their unique needs.

Career progression

While the focus groups usually acknowledged that some job families and career paths exist in the current system, many positions do not fit into career paths. In those job families that have career paths, the classifications may not provide clear distinctions between levels. As a result, the University loses high-performing employees who do not understand how they can advance both within their department and within the University as a whole.

During our research, we conducted an analysis of the JEQ process. The first part of the analysis was a customer satisfaction survey that was delivered to managers and human resource professionals who completed a JEQ between January and December, 2007. The results of this survey show that the main area of dissatisfaction is the amount of time it takes to complete a JEQ. Therefore, we completed a subsequent analysis to determine which aspects of the process consume a large amount of time. This analysis found that the timeframe to complete a JEQ, on average, is divided evenly between the time it takes the department to review and send the JEQ to OHR compensation (the average timeframe is 43 days) and the time it takes the OHR compensation department to review and process (the average timeframe is 45 days). Additional detail regarding this analysis can be found in appendix K.

The JEQ system, a classification tool originally developed in the 1980s to improve pay equity within the civil service population, is disliked by the majority of those we talked to. The JEQ is viewed as outdated, long, burdensome, and ineffective. Although the JEQ system is disliked, many employees and administrators commented that they appreciate completing a thoughtful review of the position. While the P&A focus groups didn't comment on the JEQ (since P&A promotions do not follow the JEQ process), they did mention the need for a transparent, easy-to-use tool to permit movement between positions. The focus groups asked for a new promotional structure that would clarify promotional tracks, as well as make possible rewards for additional work and high performance.

Consistency

Another strong theme we heard: lack of consistency and uniformity in how the classification and compensation systems are used. Employees, supervisors, deans, and directors did not understand why individuals doing the same job across the University system do not necessarily have the same compensation levels or compensation potential, nor are they classified in the same classification or employee group. P&A employees, civil service employees, and many of those in the deans and directors group voiced concerns over internal University college raiding. Staff members perceive that certain colleges or units have more funds and offer higher salaries in an attempt to recruit from those colleges or units with fewer resources.

Some administrators questioned whether PELRA and FLSA requirements are being met when classification and compensation decisions are so decentralized. Accompanying this concern was the perceived inconsistency of classification and compensation competency in the supervisory and human resource talent pools at the University.

Compensation and benefits

Many of the issues involving benefits and compensation also hinged on problems with consistency. Most employees are satisfied with their benefits packages, but are discouraged by the discrepancy between civil service and P&A in retirement plan contributions. Each employee group tends to favor its own retirement plan.

The University's vacation plan is viewed positively, however P&A focus groups would like to have the option to bank more vacation rather than lose it, and civil service focus groups also lose paid time when they accrue more than they can use. Civil service focus groups also stated they would like payment for unused sick leave.

The focus groups did not indicate they were frustrated with personal compensation levels, but they did report significant dissatisfaction with the current compensation structure at the University. All groups would prefer a more transparent system with easily understood market and internal equity information. Administrators would like to have more market data available when making compensation decisions and more central review to ensure that compensation is

Some definitions

Salary compression: When a new hire to a position is paid more than someone who has been in the same position for several years.

Unit: Coordinate campuses, colleges, business, and administrative divisions of the University

keeping pace with the market. Salary compression was a common theme from the focus groups, as was the ineffectiveness of merit pay plans given the lack of funding for annual salary increases. Administrators would like additional ways to provide rewards and recognition for high-performing employees. Administrators were similarly concerned about the lack of merit pay effectiveness at the University. Overall, administrators felt that the P&A benefits package was more attractive from a recruiting standpoint.

Transparency and consultation

In our benchmarking, we learned that organizations with the best classification and compensation systems have systems that are understood by managers and employees. Managers play an active role communicating classification and compensation principles.

At the University, employees perceive that the classification and compensation systems are complicated and difficult to understand. Frequently, both supervisors and employees don't understand the principles that underlay the systems. Therefore, employees often conclude that managerial and administrative decisions that affect their careers and compensation are made capriciously—even when they're not.

Our recommendations

The working groups have developed a comprehensive package of recommendations to improve the current classification and compensation systems. These reforms address problems we identified in the current system. Our recommendations are focused and executable. They are designed to retain, in large part, the work rules, benefits, and conditions of employment we have today.

The issues we researched are complex and interrelated. Our recommendations are similarly structured: the whole is greater than the sum of its parts. The ideas we propose in this report are presented as a package of reform, and the proposals are designed to reinforce each other. The ability of these recommendations to improve the classification and compensation systems is diminished if only some are implemented and not others.

We have also prepared a long-term, transformative recommendation that envisions a fundamental change to the University's classification and compensation structure, where the distinction between the civil service and P&A employee groups is either drastically reduced or eliminated. Because this proposal is larger in timeframe and scope, and because it requires further research and discussion within the University community, we have reserved its presentation for the end of this report. First, we are proposing changes we can begin making immediately.

A key tenet: transparency and communication

Our recommendations are all predicated on a key tenet: the University values transparency and communication, and its classification and compensation structures should reflect those values. All University employees should understand their job classification, the fundamentals of their salary, their opportunities for career growth, and how they can achieve that growth at the U.

In our conversations with employees and managers, we learned that many in the University community view the classification and compensation systems as complicated and lacking in transparency. Both supervisors and employees struggle to understand the principles that underpin the systems. A lack of understanding leads to frustration, and ultimately to feelings of disenfranchisement.

In our benchmarking research, we heard that the most successful classification and compensation systems are intuitive, simple, and well communicated. Our recommendations work to simplify and clarify the current systems, but their success relies on a tandem effort to engage our employees in their career growth at the U and to help them understand the features and benefits of working here.

Beginning with the onboarding process and continuing throughout employment, the University should support conversations with employees and managers about their jobs and their opportunities for growth. Our remaining recommendations will help make those conversations fruitful.

Recommendation I: Classifications and career paths

- Improve the job classification systems for both civil service and P&A, by organizing classifications into job families, job series, and job levels.
- Create a system for regular, ongoing review of job classifications.
- Rely on the improved classification system to help define the criteria unique to civil service positions and P&A positions.
- Use the classification and compensation system as a foundation for strong talent management.

The University has not kept all of its job classifications current with changes in industry and technology. As a result, many civil service and P&A employees work under classifications that are outdated. We recommend a comprehensive review and update of all job classifications with the goal of a transparent, University-wide system that facilitates career movement within and between job families. Appendix G shows an example of this new structure. We also recommend developing a system for the ongoing maintenance of the classifications, one that ensures they are up-to-date and competitive with the market.

In tandem with updates to the classifications, we recommend implementing job families, job series, and job levels. Job classifications that are organized into families, series, and levels aid managers in correctly classifying positions, and they provide a transparent framework for employees to move ahead in their

University career. This framework also gives employees a baseline understanding of their position within the context of the University, which in turn supports a better perception of internal equity. Using a more organized classification system, the University can connect positions across the system working in similar roles. An improved system will also help build equity by more accurately defining the work being done, and supporting the standards upon which a University-wide performance management system can be built.

Job families, job series, and job levels encompass related positions within both the civil service and P&A employee groups. Forming job families, series, and levels will help address one of the greatest threats to internal equity within the current system: the redundancy between P&A and civil service positions. Because of the migration towards P&A positions at the University, the line between civil service and P&A has become increasingly unclear. In some instances, employees carrying out the same duties within the same department have been classified into different employee groups, thus working side by side but with different work rules and benefits. By updating and clarifying job classifications, and by adding job families, levels, and series, we'll provide managers with the tools they need to classify positions correctly and to support clarity and equity between the employee groups.

Some definitions

Job families: A group of job classifications within the same career field. For example, buyers, accountants, and fiscal officers all fall within a finance and purchasing job family.

Job series: Several job classifications with related duties and comparable pay parameters within a job family. Job series represent a specific career path employees might follow as they move up within an organization. For example, within the finance and purchasing job family there would be an accountant job series and a purchasing or buyer job series.

Job levels: Each step in a job series. Job levels describe the promotional steps within a job series. Promotional steps will be defined by increase in scope, complexity of the position as well as the level of problem solving, judgment, and knowledge required to perform successfully in a position. Most job series have between three and six job levels.

The impact of classification and compensation on performance

Today, the University does not have an institution-wide performance management system. Some colleges and units have strong, merit-based performance management. Other units do not regularly provide performance feedback to employees. In some cases, employees who have worked for the University for several years have never received a formal performance evaluation, despite the University requirement that our employees receive regular performance evaluations.

An improved classification and compensation system is the foundation for successful dialogue between supervisors and employees concerning promotion. The improved systems also supports the University's outgoing efforts to build consistent performance management across the institution.

Recommendation II: Job evaluation and promotions

- Replace the JEQ.
- Develop new tool for job evaluation and promotions.

Perhaps no aspect of our focus group research was clearer than the level of dissatisfaction among P&A and civil service employees with the University's systems of promotion. Civil service employees use the JEQ—a ponderous questionnaire that's more than 25 years old. The University provides promotional processes for P&A employees, but they are either not used or inconsistently applied.

Improving job classifications by organizing them around job families, levels, and series makes the classification system navigable. But without a tool for promoting employees within the improved system, the system will fall short. Therefore, we recommend implementing a new classification tool alongside the reforms to the classification system.

This tool or possibly two tools, one for each employee group, would be an online system modeled on similar tools used by other universities and corporations. It may be designed for flexibility: while it would be

used by both P&A and civil service positions, the system will be tailored to meet the unique needs of each employee group.

The new tool will include features that alleviate the concerns we have heard about the lack of transparency in the JEQ process. It will allow for greater cooperation between the University's Office of Human Resources and the HR areas within the units. It will promote more collaboration between managers and employees as positions are reviewed. And the tool allows for greater accountability in promotion.

Recommended III: Salary parameters and market data

- Provide salary parameters for all positions that are based on external and internal market data as well as pay equity principles. Salary range maximums will be firm for lower level positions but will provide flexibility for upper level positions.
- Obtain and manage a robust market database that will help managers make informed compensation decisions.
- Use the market database to regularly review the University's position in relation to the external marketplace.

Under the current classification system, salary parameters are unavailable or outdated. The dissatisfaction with the resulting pay inequities was a strong theme heard throughout our research. This was particularly true with P&A employees, whose salary rates are negotiated individually with little or no central standardization.

"Miscellaneous" job classifications

Since many job classifications have not been updated, more employees are working in catch-all job titles. For example, the P&A "coordinator" job title exceeds 600 employees—more than one tenth of the P&A work force. Several civil service job titles also seem to be burgeoning as descriptions become outdated, including "executive assistant" and "administrative professional."

Therefore, we recommend developing salary parameters informed by internal and external market data for all civil service and P&A positions. This salary data will be reviewed regularly, and shared with managers and local human resources staff.

Some definitions

External market data: Data that describes the range of pay comparable employers provide to employees performing a particular type of work. External market data is typically obtained by purchasing published and independent salary surveys of the relevant employment markets for job series and their job levels.

Internal market data: Data that describes the range of pay within the University to employees who perform a particular type of work. Internal market data is provided by grouping positions together that perform similar work and determining the minimum, median, and maximum pay for those positions.

Recommendation IV: Administrative clarity

- Better define the roles of the Office of Human Resources and the HR departments in the units.
- Provide training and credentialing to all employees who work with classification and compensation systems.

The University currently splits HR responsibilities between the Office of Human Resources and HR staff housed within the units. The units vary widely in the size and structure of their HR staffing. This variance in staffing coupled with what can be unclear distinctions between central HR responsibilities and unit HR responsibilities has led to inconsistencies in how classification and compensation systems are applied.

In order to ensure the consistent application of the improved classification and compensation system, we are recommending that the University provide training and credentialing to HR staff across the U and to clarify the roles of the Office of Human Resources

and the units. All staff members who work with the classification and compensation system should hold a basic knowledge of classification and compensation principles. Although the Office of Human Resources has already begun to address the division of responsibilities between central HR and HR departments in the units, in appendix M we examine this division of roles and related training and accountability measures.

Recommendation V: Managerial Support

- Design manager positions with time allocation for people management.
- Select and reward managers for effective management of employees.
- Strengthen existing management training to include training on classification and compensation principles and systems.

In talking with University employees and administrators, we learned that most University managers work hard to be strong leaders and good supervisors. However, many supervisors feel a lack of institutional support in their supervisory work. The University does not have mandatory programs for training managers in law and policy, and in the U's classification and compensation systems. This has led to uncertainty among managers about how to apply University policies, and in the worst cases, ineffective and demoralizing employee supervision. The civil service focus groups particularly emphasized the importance of managerial support of employees.

We recommend strengthening University-wide participation in supervisory training, and performance reviews of supervisors that include an evaluation of their work managing employees. A key component of this recommendation is expanding the Office of Human Resources' "Keys to Supervision" trainings to include an explanation of the U's classification and compensation systems. We also recommend a University-wide emphasis on the requirements of effective employee supervision, making it clear that we work in a culture where good management is valued and supported, and where it is understood that management requires a measurable commitment of time within their job responsibilities.

Implementation strategies

The University will undertake an initiative to review and revise job classifications for all civil service and P&A positions. This will provide the University with transparent career paths that will facilitate retention of high-performing employees. It will also provide for easily accessible internal and external salary data that will reduce staff time devoted to determining appropriate pay and increase equity. This will occur because positions will be classified with other positions that are performing similar work with ranges reflective of the marketplace. This initiative will include the revamping of the job evaluation system for civil service positions into an understandable and user-friendly on-line evaluation tool that is helpful to managers in determining the appropriate level for a position, again saving staff time spent today on a tedious and outdated process.

The redesign of our classification system will require significant collaboration across the University between employees, managers, and human resource professionals. Since a major goal of this project is to correct inconsistencies that exist today in the system, it is likely that the implementation will carry with it changes for some individuals. It is the Office of Human Resources intention to minimize financial and benefit changes for individuals during and after the restructuring of this system.

The initiative will be divided into four phases, which will take three years to complete, and will cost about \$900,000 — \$300,000 each fiscal year.

Phase I

In this phase, a small team will gather and develop the information, tools, and processes needed to complete the classification redesign. The tasks in this phase will include:

- Drafting descriptions of the job families, job series, and levels
- Creating job description templates for each level within a job series
- Creating new job evaluation tools
- Establishing guidelines regarding the classification process, which will include setting roles and responsibilities, determining transition principles, and disseminating that information to the campus community

Out-of-scope recommendations

Our recommendations on administrative clarity and managerial support address critical aspects of our research. The many improvements to the classification and compensation systems that we're proposing won't be truly successful without administrative clarity and managerial support.

However, some elements of both of those topics fall outside of the scope of this study. Moreover, administrative clarity and managerial support are topics that fall under the scope of another project that the Office of Human Resources is currently carrying out. Given this, we are not going to provide an implementation plan for these two recommendations. However, we want to underline that we believe strongly that to be among the best in delivering classification and compensation, managers must be engaged in the process and that the University should be clear on its division of administrative roles.

- Developing a communications and training plan that includes a project Web site and training on classification concepts and the Fair Labor Standards Act

This phase of the initiative will include pilot projects for a few job families.

Phase II

In this phase, small teams will develop new classifications for most of the remaining job families.

The teams will include staff members from the units, and they will be led by staff from central OHR's compensation division. The tasks in this phase will include:

- Refining proposed job families, series, and levels developed in Phase I through small group discussions, one-on-one meetings, and position description information.
- Using an on-line job evaluation tool to place individual positions into the newly established classification structure
- Completing FLSA exemption testing
- Gathering and reviewing external market data

Phase III

In this phase, we will integrate the new classifications into a University-wide structure. The tasks in this phase will include:

- Developing pay equity lines for civil service positions
- Establishing salary structures
- Establishing salary management guidelines
- Installing the classifications into PeopleSoft and associated systems

Phase IV

In this phase, we will develop new classifications for any remaining job families. The job families developed in this phase will probably include ones that are composed primarily of P&A classifications.

Outside resources required (approximately \$300,000/fiscal year)

Outside resources will be required to complete this project. We recommend hiring an outside consulting firm to design an online evaluation tool. We recommend hiring two temporary compensation project managers to lead the classification redesign for a select group of job families. These employees would work alongside existing senior staff in the compensation department (three employees), which would be devoted at least half-time to the project. We would also recommend hiring one temporary compensation analyst to perform ongoing compensation duties within the compensation department. We also recommend hiring part-time administrative support personnel as well as graduate students from the Carlson School of Management to support the classification redesign.

The estimated price of these external resources is detailed below:

- Purchase of online evaluation tool including development time: \$350,000
- Two compensation project managers: \$350,000
- One additional compensation analyst: \$135,000
- One part-time administrative support position: \$40,000
- Graduate interns: \$70,000

Internal resources requested

- Development and delivery of training (Organizational Effectiveness and HR Consulting)
- Development and delivery of communication strategies (OHR communication)
- Human Resources Management Systems oversight and Office of Information Technology assistance with requisition, purchase, and deployment of online evaluation tool and implementation of new classification system
- Facilitation support of key listening sessions (Organizational Effectiveness and HR Consulting)
- Local human resources support in gathering, reviewing, and consulting with managers

An approach for transformational change

As the University of Minnesota positions itself as a top three research university, now is the time to understand and justify why there are differences between the employee groups. To become a high-performance organization, we need to minimize or eliminate the barriers we perceive to advancing in our careers at the University. While our earlier recommendations all advance the University toward a system that motivates and rewards high-performing employees, the system design is still incomplete.

Many of the University's practices, policies, and benefits inhibit movement through even the best-designed classification and compensation system. If the University has a talented employee who is ready for promotion, yet declines the promotion due to disadvantages to movement into a new employee group, neither the University nor the employee benefits. In appendix G, we propose a job family and pathing design that slots the University's existing positions into an improved classification structure. For this job family and job pathing proposal to succeed, barriers to career progression should be eliminated and the distinctions between the employee groups either clarified or eliminated.

Classification and hiring decisions at the University are often heavily influenced by benefits options. Hiring authorities have found it easier to recruit new employees into P&A positions, where the initial vacation and retirement benefits outweigh the offerings initially available to civil service classifications. Conversely, long-term civil service employees can feel hampered from growing in their careers because moving into a P&A position with greater levels of responsibility requires sacrificing the increased benefits and job security that accompanies longevity.

Both working groups identified the benefits differences as a root-cause issue that gives rise to many of the other challenges facing the University's classification and compensation systems. In our benchmarking, we saw many employers moving toward a single benefits package. And in our focus groups, we heard some dissatisfaction with the differences in the University's benefits structure.

The lack of clarification between civil service and P&A were themes mentioned consistently by the focus groups.

When we asked P&A and civil service employees what it means to be part of the employee group, we found there was no standard reply. In short, the differences in benefits and in work rules between civil service and P&A hinders the success of the University and its employees. We believe the U should explore whether the P&A and civil service groups could be brought closer together—or even combined—to support the goal of easier progression through the job series.

The concept of a combined civil service/P&A employee group represents a radical change from the University's current structure—and because the proposal has long-term consequences for the University—we feel that much more exploration of the issues is required. While the other recommendations in this report can be implemented in the short term, we make this recommendation with the understanding that it requires a long-term, University-wide discussion.

In preparing this recommendation, we looked closely at the differences between the employee groups. A summary chart of our comparison is included in appendix N. This chart is intended to show some of the differences between the groups, but is not all-inclusive.

While the differences between the two groups appear to be substantial, we should not presume that the cost of a revised system will be greater than the system currently in place. The fringe rates for the civil service and P&A employee groups are very close, with non-academic rates of 32.7 percent and academic rates of 31.6 percent. This rate parity indicates parity in the overall structures, which should enable change without additional cost, provided that all groups are prepared to compromise in some areas. Our intention is not to recommend the most or least costly benefit or policy, but to create a new, higher-functioning structure that maximizes value to employees while remaining essentially cost neutral. Ultimately, we are striving to design a new system that would build efficiency and provide cost savings in addition to better functioning and transparency.

Addressing the differences between the two employee groups is fraught with challenges. On its surface, our recommendation seems to be a simple matter of policy correction. In practice, though, it can have monumental consequences for individual employees.

We understand that this proposal addresses topics that are emotionally and philosophically important to every University employee. But we are confident that, after months of careful research and conversation, our recommendation is in the best interests of the University and its employees.

During our discussion of this concept, it became apparent to us that it would be inappropriate for our group of less than 40 University employees to present an implementation plan for such a transformative concept. This idea requires careful study and thought. However, we also feel that the time is right to undertake such a transformative effort. Toward that end, we recommend that ongoing discussions be held with administrators, faculty, P&A, and civil service employees to explore whether the differences between the employee groups can be resolved. We also recommend that these conversations are completed and reported on by the time the other recommendations in this report have been implemented.

Ultimately, the U may legitimately decide that implementing our other recommendations will be enough to keep us on track towards becoming a top-three public research university. But we also know that we're at a unique time in the history of this institution, a time where ideas and opportunities are being developed to their fullest potential in the service of our future.

For the past two years, we've carefully scrutinized how the University handles the challenge of organizing and paying 18,000-plus employees. We've discovered that there's a lot we're doing right, and there's also a lot of room for improvement. We hope that the ideas we're bringing forward today will be considered a strong addition to the transformative solutions that are the trademark of our University.

APPENDIX A

Appendix A Executive Summary

Background

In spring 2006, a working group made up of P&A employees and HR staff to review and prepare recommendations on the University's P&A class and comp systems. The working group was formed in response to the U's strategic positioning efforts, with a particular emphasis on supporting the U's goal of attracting and retaining talented employees. The working group arrived at a set of preliminary recommendations. Those recommendations had implications for civil service employees. Therefore, a second working group made up of civil service employees and HR staff was formed to perform a similar review of civil service classification and compensation systems.

In February 2008, both working groups met and reviewed their respective recommendations. Upon learning that many of their recommendations were duplicative, the groups agreed to issue a combined report of their research and recommendations.

Scope of the project

- Review existing classification and compensation policies and practices.
- Review external and internal best practices.
- Recommend changes to systems, policies, and practices that will benefit the administration of classification and compensation at the University.

Research methods used

- Root-cause analysis
- Focus groups
- Administration interviews
- Classification and compensation data analysis
- Benchmarking
- Literature review

What we learned

Classification structure

The current classification and compensation system is unclear, ill defined, and no longer meets the University's needs.

Career progression

The promotional systems in place are burdensome, they don't provide clear career tracks, and they are not adept at rewarding employees for additional work and high performance.

Consistency

The University community uses the class and comp systems inconsistently. Employees doing same or similar jobs may be in different employee groups with different work rules. HR staff within the

APPENDIX A

units do not have consistent training in the U's classification and compensation systems. The U may face PELRA and FLSA compliance risks.

Compensation/benefits

Inequity in benefits between the employee groups are a source of dissatisfaction. The inequities lead to manipulation of the classification and compensation system. Employees would prefer greater transparency in the compensation system; market data and internal equity information is hard to come by.

Our recommendations

A key tenet: Transparency and communication

The University values transparency and communication, and its class and comp system should reflect those values. Every employee should know his or her job classification, salary fundamentals, opportunities for career growth, and how to achieve that growth at the U.

Recommendation I: Classifications and career paths

- Create a new system of job classifications for both civil service and P&A and organize those job classifications into job families, job series, and job levels.
- Create a system for regular, ongoing review of job classifications.
- Rely on the improved classification system to help define the qualities unique to civil service positions and to P&A positions.
- Use the classification and compensation systems as a foundation for strong, University-wide employee performance and talent management.

Recommendation II: Promotions

- Replace the JEQ.
- Develop a new tool for classification and promotions for P&A positions.

Recommendation III: Salary parameters and market data

- Provide salary parameters for all positions that are informed by external and internal market data as well as pay equity principles. Salary range maximums will be firm for lower-level positions and flexible for upper-level positions.
- Obtain and manage a robust market database that will help managers make informed compensation decisions.
- Use the current market database to regularly review the University's position relative to the external marketplace.

Recommendation IV: Administrative clarity

- Better define the role of the Office of Human Resources and the HR departments in the units.
- Provide training and credentialing to all human resources professionals who manage classification and compensation systems.

APPENDIX A

Recommendation V: Managerial support

- Implement a strategy to structure management positions so that there is an appropriate amount of time devoted to the management of employees.
- Implement a strategy to require that management employees are selected, measured and rewarded based on their ability to manage employees.
- Provide training and education to managers to help them become a key resource to their employees regarding classification, compensation, and career decisions.
- Emphasize to supervisors that managing employees is a key part of their job duties.

Implementation plan

The implantation of the recommendations will be divided into four phases. The implementation will take three years and cost approximately \$300,000 per year for a total of \$900,000.

Phase I

- Continue to review and revise descriptions of the job families, series, and levels.
- Create job description template for each level within a job series.
- Create a new job evaluation tool to replace the JEQ and a new process for P&A classification and promotion.
- Establish guidelines regarding the classification process.
- Develop a communications and training plan to include training for HR professionals, managers, and employees.
- Conduct a pilot project for the human resources and grants management job families.

Phase II

- Utilize a collaborative process with university units and stakeholders to obtain feedback and refine job families, series, and levels.
- Use job evaluation tool(s) to place positions into new classification structure.
- Complete FLSA exemption testing.
- Gather and review external market data.
- Deploy new system with most job families.

Phase III

- Develop pay equity lines for civil service positions.
- Establish salary structures.
- Establish salary management guidelines.
- Install the classifications into PeopleSoft and associated systems.

Phase IV

- Deploy new system with any remaining job families.

Recommendation for transformational change

Inequities in benefits and work rules between civil service and P&A employees hinder the success of the University and its employees. The U should explore whether the P&A and civil service employee groups

APPENDIX A

can be brought closer together—or even combined—to reduce inequities in benefits and work rules, and to support easier progression through the career paths.

Because this proposal may lead to a large-scale change from the current structure, and because it addresses issues of emotional and philosophical importance for all employees, we recommend ongoing discussions with the University community. By the time our other recommendations are implemented, the U can make an informed decision on the structure of its employee groups.

APPENDIX B

Appendix B Charge Letters

P&A Working Group Charge Letter

March 16, 2006

To: Mary Luther, Director, Compensation, Office of Human Resources
Jackie Singer, Director, Retirement Benefits, Office of Human Resources
Linda Bjornberg, HR Director, University Services
Stacy Doepner-Hove, CAPA Representative, Law School
Randy Croce, CAPA Representative, Carlson Labor Education Service
Frank Douma, CAPA Representative, HHH Inst Public Affairs
John Fossum, Professor and Interim Associate Dean, Carlson School of Mgmt
Mike McGlynn, OHR Consultant, Office of Human Resources
Francine Morgan, HR Director, College of Liberal Arts

From: Carol Carrier, Executive Sponsor and Vice President

Subject: Working Group on P&A Classification and Compensation

Thank you for your willingness to serve on the P&A Classification and Compensation Working Group. The goal of this project, to be co-chaired by Mary Luther and Jackie Singer, is to improve classification and compensation systems, tools and processes for P&A employees. Our work will play a role in helping the University become one of the top three public research universities in the world within a decade by supporting the president's vision specific to administrative operations that the "University be known as much for its service and business innovation as it is for its high quality research, education, and outreach".

This work is an initiative that falls under one of the top four improvement areas identified by the People Strategies Task Force "enhance classification and compensation systems across all job families". The interim report of the People Task Force states, "In order to continue enhancing the competitiveness of the University, classifications and compensation systems will be updated to ensure that pay philosophies for each employee group are clearly articulated, internal and external market compensation information is up-to-date and accessible, and job classifications for each employee group are simplified and current. All managers will be trained to use these systems as designed."

The specific roles of the Working Group are to: (1) review existing classification and compensation policies and practices (2) review external and internal "great practices" and (3) recommend changes to systems, policies and practices that will benefit the administration of classification and compensation at the University.

Deliverables

Deliverables for this project are divided into four reporting dates. At or near each reporting date, P & A Working Group Chairs will meet with VP Carol Carrier to deliver information and receive feedback.

APPENDIX B

DEFINE by June, 2006

- * Select and develop working group
- * Refine guiding principles
- * Communicate project to University community
- * Document and review compensation and classification processes in existence at the University
- * Document and review existing laws and policies pertaining to the classification and compensation of P&A employees
- * Document and review opportunities for improvement
- * Refine Critical Stakeholder and Customer Requirements

MEASURE by August, 2006

- * Obtain and review job descriptions for P&A employees within select functional areas (HR, IT, Communication, Alumni Relations, Student Services, Finance, Development) and the following administrative classifications: coordinator, assistant to, associate to, program director, and assistant program director.
- * Obtain and review external market data (pay and benefits) for a portion of the above positions
- * **Refine scope and timeline**

ANALYZE by November, 2006

- * Gather information on additional P&A positions
- * Analyze current classifications by college/department to determine trends
- * Identify and review best practices at top tier Universities

IMPROVE by Spring, 2007

- * Recommend compensation philosophy model and associated policies and procedures
- * Identify and recommend new or revised classifications
- * Identify and recommend training and communication required.

Working Group Time Commitment

During the course of this project we anticipate the working group will meet two or three times per month. We would like the kick-off meeting to take place within the next two weeks. You will be contacted regarding your schedule.

Thanks again for your willingness to devote your time and energy to this improvement effort.

APPENDIX B

Civil Service Working Group Charge Letter

July 2, 2007

TO: Linda Bjornberg, Departmental Director, University Services
Karen Ellis, CSC, Program Associate, Continuing Education, Morris
Cathy Fejes, Human Resources Consultant, AHC
Gary French, CSC, Sr. Admin. Director, Dept of Civil Engineering
Jacke Jones, Principal Secretary, Office of Human Resources
Mary Luther, Director, Compensation, Office of Human Resources
Mike McGlynn, OHR Consultant, Office of Human Resources
Deb Page, Staffing Consultant, Office of Human Resources
Susan Rose, CSC, Community Program Specialist, Epidemiology
Jackie Singer, Director, Retirement Benefits, Office of Human Resources
Barb Theno, Director, HR, College of Biological Sciences
Nan Wilhelmson, Director, Policy & GA, Office of Human Resources
Peg Wolff, Public Relation Rep, University Relations

From: Carol Carrier, Executive Sponsor and Vice President

Subject: Working Group on Civil Service Classification and Compensation

Thank you for your willingness to serve on the Civil Service Classification and Compensation Working Group. The goal of this project, to be co-chaired by Mary Luther and Jackie Singer, is to improve classification and compensation systems, tools and processes for civil service employees. Our work will play a role in helping the University become one of the top three public research universities in the world within a decade by supporting the president's vision specific to administrative operations that the "University be known as much for its service and business innovation as it is for its high quality research, education, and outreach".

This work is an extension of an initiative that falls under one of the top four improvement areas identified by the People Strategies Task Force "enhance classification and compensation systems across all job families". The interim report of the People Task Force states, "In order to continue enhancing the competitiveness of the University, classifications and compensation systems will be updated to ensure that pay philosophies for each employee group are clearly articulated, internal and external market compensation information is up-to-date and accessible, and job classifications for each employee group are simplified and current. All managers will be trained to use these systems as designed."

The specific roles of the Working Group are to: (1) review existing classification and compensation policies and practices (2) review external and internal "great practices" and (3) recommend changes to systems, policies and practices that will benefit the administration of classification and compensation at the University.

Deliverables

Deliverables for this project are divided into four reporting dates. At or near each

APPENDIX B

reporting date, working group chairs will meet with VP Carol Carrier to deliver information and receive feedback.

DEFINE

- Select and develop working group
- Refine guiding principles
- Communicate project to University community
- Document and review compensation and classification processes in existence at the University
- Review existing laws and policies pertaining to the classification and compensation of civil service employees
- Document and review opportunities for improvement
- Refine Critical Stakeholder and Customer Requirements

MEASURE

- Research and measure the contributing factors to identified problems
- Refine scope and timeline

ANALYZE

- Analyze current classifications by college/department to determine trends
- Identify and review best practices at top tier Universities

IMPROVE

- Recommend changes to classification and compensation strategy, policies, systems, and practices
- Identify and recommend methodology to implement changes and the appropriate training and communication to support that methodology

Working Group Time Commitment

During the course of this project we anticipate the working group will meet weekly. We would like the kick-off meeting to take place the week of July 9th. Thanks again for your willingness to devote your time and energy to this improvement effort.

APPENDIX C

Appendix C Root Causes

Criteria other than job duties drive designation of employee group (benefits, work rules, annually renewable contract, etc...)

Colleges determine the level and depth of human resources staff in each college. This results in varied human resource services across colleges including knowledge of classification and compensation principles and laws.

University rewards operational excellence by units. Managers are connected to their unit in regards to people strategy and career development.

Managers are not selected or rewarded for strong people management.

Limited central resources to devote to the strategic design and upkeep of the classification system.

Colleges tend to be the power source and functional leaders have not exerted enough influence to establish and maintain solid university-wide career pathing.

APPENDIX C

APPENDIX D

Appendix D Literature Review

The working groups read the following articles:

Valuing Work: An Integrated Approach

By James R. Bowers

WorldatWork Journal, Second Quarter 2003

The Relative Importance of External, Internal, Individual and Procedural Equity to Pay Satisfaction

By David E. Terpstra and Andre L. Honoree

Compensation and Benefits Review, November/December 2003

pps. 67-74

Job Leveling in a Changing Environment: Does Your Organization Measure Up?

By Laurie Bienstock and Sandra McLellan

WorldatWork Journal, Fourth Quarter 2002

Choosing the Best Salary Structure for Your Organization

By Gregory A. Stoskopf

WorldatWork Journal, Fourth Quarter 2002

Rethinking the Framework for Managing Salaries

By Howard Risher

WorldatWork Journal, Third Quarter 2003

Aligning Rewards with the Changing Employment Deal: 2007/2007 Strategic Rewards Report

Watson Wyatt Worldwide

How to Create High-Performance Pay

By Patricia K. Zingheim and Jay R. Schuster

Schuster-Zingheim and Associates, January 2007

Broadbanding, Pay Ranges and Labor Costs: An Empirical Test

By Charles Fay, Eric Schulz, Steven E. Gross, and David Van De Voort

WorldatWork Journal, Second Quarter 2004

Piloting Pay for Performance

By Patricia K. Zingheim and Jay R. Schuster

Schuster-Zingheim and Associates, August 2006

To obtain copies of the literature review articles, consult with a University librarian.

APPENDIX D

The Relative Importance of External, Internal, Individual and Procedural Equity to Pay Satisfaction

David E. Terpstra
Department of Management
College of Business and Public
Administration
Eastern Washington University

Andre L. Honoree
Division of Business & Management
Spring Hill College

*Procedural equity
may be more important
to employees than
organizations believe.*

Compensation policies and practices have an important effect on an organization's ability to survive in today's competitive business environment. Pay matters to most employees, and research has shown that the level of employee pay satisfaction is linked to a number of significant organizational outcomes. For example, evidence indicates that pay satisfaction is related to overall job satisfaction, motivation and performance. Pay satisfaction

levels are also strongly related to absenteeism and turnover rates. Dissatisfaction with pay may also lead to more pay-related grievances and litigation. Clearly, organizations have an

interest in monitoring the pay satisfaction levels of their employees.

Given the importance of employee pay satisfaction, knowledge of the primary factors that contribute to pay satisfaction is of definite value. Some studies have been conducted that have investigated the relative influence of distributive versus procedural justice (or fairness) on employee attitudes such as pay satisfaction. Distributive fairness basically refers to the perceived equity of the amount of pay received by employees, whereas procedural fairness refers to the perceived equity of the decision-making processes and procedures that are used to distribute pay. In general, the research has suggested that distributive fairness is a more important determinant of pay satisfaction than is procedural fairness.

Research on distributive and procedural fairness has yielded some important findings that

Keywords: pay equity; faculty pay satisfaction

DOI = 10.1177/0886368703259005

are of value. However, most research studies have very broadly defined and measured the construct of distributive fairness so that it actually includes a number of distinctly different forms of pay equity (i.e., external, internal and individual equity). Thus, the research findings may be of limited use to practitioners and compensation specialists who are interested in positively influencing the pay satisfaction levels of their employees.

In practice, organizations need to attend to three distinct forms of distributive equity (external equity, internal equity and individual or employee equity) as well as procedural equity in the design and development of their pay systems and structures. Compensation texts that are written for practitioners and students also emphasize the importance of these distinct forms of equity. In fact, one of the most influential compensation texts is structured around four forms of equity. This text recommends that organizations need to attend to four forms of equity in designing their pay systems—external equity, internal equity, individual (or employee) equity and procedural equity.¹

Four Forms of Equity

External equity refers to the fairness of the pay for a specific job in an organization in comparison to the pay for similar jobs in other organizations in the relevant labor market. Wage and salary surveys are typically employed in an attempt to achieve external equity.

Internal equity refers to the relative fairness of the pay for different types of jobs within one organization. Jobs that differ in terms of their content (e.g., skill, effort, responsibility and working conditions) should have different base wages associated with them. The job analysis and job evaluation processes are typically used by organizations to generate point totals for different types of jobs based on estimates and ratings of the relative internal worth or value of the various jobs.

Individual equity refers to the fairness of pay based on the relative performance contributions of individuals working on the same type of job in the same organization. Thus, if two individuals have the same job in one organization, the person who performs at a higher level than the other individual should be paid more. Performance appraisal, merit pay plans and other types of pay-for-performance plans are typically used to establish individual equity.

Procedural equity simply refers to the perceived fairness of the processes and procedures

used to make decisions regarding the allocation of pay. Participation in the design of pay systems, good communication practices and in-house grievance mechanisms help to ensure a higher degree of perceived procedural equity within organizations.

Relative Importance of the Four Forms

At the present time, there is no substantial empirical data on the relative importance of the four forms of equity to overall pay satisfaction. If we had empirical data regarding the relative strength of the various determinants of pay satisfaction, then organizations could use that information to more effectively address and deal with potential pay problems. For example, if individual equity proves to be the most important determinant of pay satisfaction, then organizations should devote relatively more time to designing and implementing sound performance appraisal systems and merit and pay-for-performance plans.

Organizations need to attend to four forms of equity in designing their pay systems.

Alternatively, if procedural equity proves to be the most important equity form, then organizations should be less concerned with the actual amount of money paid to employees and more concerned with the fairness and equity of the procedures and processes used to make decisions about allocating pay. Empirical data on the relative importance of the four forms of pay equity to job satisfaction could prove very useful to most organizations.

Objectives

The general purpose of this study is to assess the relative importance of four distinctly different forms of equity to the overall pay satisfaction of academic faculty in higher education institutions. No previous empirical studies have directly compared all four forms of pay equity. In addition, very little data on equity perceptions and pay satisfaction have been gathered in academic

settings. The primary objective of this study is to assess the relative perceived importance of external equity, internal equity, individual/employee equity and procedural equity to the overall pay satisfaction of academic faculty.

A secondary objective of this study is to investigate the potential moderating influence of selected individual-level variables (sex, age, academic rank and tenure status) and organizational-level variables (institution size, public vs. private status, unionization status and type of discipline) on the perceived importance of the four forms of pay equity.

We know very little about how the aforementioned individual-level variables relate to equity perceptions and pay satisfaction. The organizational-level variables were selected for inclusion in this study based on speculation that they might have a logical bearing on employees' differential perceptions of the four types of equity. For example, some of these variables (size, public/private status, unionization status and discipline type) may be associated with different emphases on the four forms of equity in the design and implementation of organizations' pay structures. Faculty that work in organizations whose pay structures differ in terms of their relative equity emphases may in turn differ in terms of their perceptions of the relative importance of the four forms of equity.

Method

Approximately 1,400 four-year colleges and universities in the United States were initially identified, and a sample of 600 institutions was then selected from these colleges and universities. The administrators of these selected organizations were contacted and asked to participate in this study, and 219 of the 600 agreed to participate, for a response rate of 37% at Stage 1. Of the 219 institutions, 135 employed merit or pay-for-performance systems for their faculty. Because merit and pay-for-performance plans are used to achieve individual/employee equity (one of the four major forms of equity), only the 135 institutions that used these plans were included in this study.

The e-mail addresses of 20 faculty members were randomly selected from each of the 135 institutions, and e-mails that included a web link to our online survey were then sent to these 2,700 individuals. Two weeks after the initial contact, a follow-up e-mail was sent to encourage their par-

ticipation and completion of the survey. The faculty were assured of the anonymity of their responses. Of the 2,700 faculty contacted, 490 individuals completed our survey, for a response rate of 18% at Stage 2.

Although a web-based survey may lead to possible sampling bias in some situations, this is not a concern in this particular study because all academic faculty have access to personal computers with e-mail capabilities. Prior to administering the survey, the actual questionnaire was pilot-tested by sending it to 20 faculty members. Minor changes were made to the survey instrument based on comments from those participating in the pilot test.

Measures

The respondents' perceptions of the relative importance of the four forms of equity to overall pay satisfaction were assessed using a self-report format. The respondents were presented with descriptions of the four major forms of equity, preceded by the question, "How important are the following types or forms of fairness to your overall satisfaction with your pay?"

We know very little about how individual-level variables relate to equity perceptions and pay satisfaction.

External equity was described as follows: "The fairness of my pay compared to what other individuals like me are making at other universities." Internal equity was described as: "The fairness of my pay compared to the pay of individuals in other disciplines and types of jobs at my university/college." Individual/employee equity was described as: "The fairness of my pay based on my performance and/or seniority relative to what others in my department or rating unit are paid based on their performance and/or seniority." Procedural equity was described as follows: "The fairness of the processes used to make decisions about pay." Each of the four equity descriptions was rated with a 5-point scale that ranged from *very important* (1) to *not important at all* (5).

EXHIBIT 1		
Forms of Equity Ranked in Order of Importance to Overall Satisfaction with Pay		
Form of Equity	Mean ^a	Rank
Procedural	1.70	1
Individual/employee	2.00	2
External	2.36	3
Internal	2.46	4

a. The means are based on a 5-point scale that ranged from very important (1) to not important at all (5).

The survey instrument also asked the respondents to indicate their sex, age, academic rank (e.g., assistant professor, associate professor or full professor) and tenure status ("Are you tenured?"). The organizational size variable was measured by asking the respondents to indicate the approximate student enrollment of their institution. The respondents also indicated whether their institution was public or private and whether their faculty operated under any sort of union or collective bargaining agreement. Finally, the respondents were provided with a list of 12 different divisions/disciplines (e.g., liberal arts, humanities, business/accounting, education, science, social sciences, engineering, law, etc.), and they were asked to check which division/discipline they belonged to.

Results

Exhibit 1 shows the four forms of equity ranked in order of their importance to "overall satisfaction with pay." The results of the analyses of the respondents' perceptions of the relative importance of the four forms of equity indicated that procedural equity ($M = 1.70$) was perceived to be the most important form of fairness that contributed to overall pay satisfaction. Individual/employee equity ($M = 2.00$) and external equity ($M = 2.36$) were perceived to be relatively less important, whereas internal equity ($M = 2.46$) was perceived to be the least important contributor to overall pay satisfaction. An analysis of variance performed on the four means was significant ($F = 68.25, p < .05$). A follow-up comparison of the means indicated that all of them differed from one another at the .05 level, with the exception of the means for external equity (2.36) and internal equity (2.46).

Exhibit 2 provides a general summary of the significant findings regarding individual-level and organizational-level moderators of the importance of the equity forms to overall pay satisfaction.

Individual-level moderators. Analyses were conducted to explore whether the respondents' perceptions of the importance of the four forms of equity (external, internal, individual/employee and procedural) differed as a function of the individual-level variables of sex, age, academic rank and tenure status. Correlation analyses indicated that sex was significantly related to individual/

Procedural equity was perceived to be the most important form of fairness that contributed to overall pay satisfaction.

employee equity ($r = -.13$), internal equity ($r = -.12$) and procedural equity ($r = -.11$) at the .05 level.

These three forms of equity were perceived to be significantly more important to male faculty than to female faculty. Sex was not significantly related to external equity ($r = -.04$). Correlation analyses indicated that age was significantly related to external equity ($r = .20$), procedural equity ($r = .11$), internal equity ($r = .10$) and individual/employee equity ($r = .10$) at the .05 level. All four forms of equity were perceived to be significantly more important to younger faculty.

Correlation analyses indicated that academic rank was significantly related to external equity ($r = -.13$), internal equity ($r = -.12$) and procedural equity ($r = -.09$) at the .05 level. These three forms of equity were perceived to be significantly more important to faculty with lower academic rank. Academic rank was not significantly related to individual/employee equity ($r = -.07$). Correlation analyses indicated that tenure status was significantly related to external equity ($r = -.09$) at the .05 level.

External equity was significantly more important to nontenured faculty. Tenure status was not significantly related to internal equity ($r = -.06$),

EXHIBIT 2

Summary of Significant Moderators of the Importance of Equity Forms to Overall Pay Satisfaction

Moderator	Significant Findings ^a
Individual level	
Sex/gender	Individual/employee, internal and procedural equity were significantly more important to the pay satisfaction of male faculty than female faculty.
Age	All four forms of equity were significantly more important to the pay satisfaction of younger faculty.
Academic rank	External, internal and procedural equity were significantly more important to the pay satisfaction of faculty with lower academic rank.
Tenure status	External equity was significantly more important to the pay satisfaction of nontenured faculty than tenured faculty.
Organizational level	
Size	Procedural and internal equity were significantly more important to the pay satisfaction of faculty associated with smaller universities.
Division/discipline	Internal equity was significantly more important to the pay satisfaction of faculty in sciences, education and liberal arts than business faculty.

a. The findings that are summarized were significant at the .05 alpha level.

individual/employee equity ($r = -.02$) or procedural equity ($r = -.01$).

Organizational-level moderators. Analyses were also conducted to explore whether the respondents' perceptions of the importance of the four forms of equity differed as a function of the organizational-level variables of size (number of students), public/private status, unionization status and discipline type. Correlation analyses indicated that organizational size was significantly related to procedural equity ($r = .12$) and internal equity ($r = .10$) at the .05 level.

These two forms of equity were perceived to be significantly more important to faculty associated with smaller universities. Individual/employee equity ($r = .03$) and external equity ($r = .01$) were not significantly related to size. Correlation analyses involving both public/private status and unionization status yielded no significant relationships to any of the four forms of equity.

Analyses of the relationship of discipline type to perceived equity importance involved identifying those disciplines with sufficiently large sample sizes and then comparing the mean equity scores of faculty from those different disciplines. The mean equity scores of faculty from the following four academic disciplines were compared: liberal arts ($n = 110$), sciences ($n = 88$), business/accounting ($n = 70$) and education ($n = 46$). One-way analyses of variance were per-

formed on the mean scores for each form of equity by discipline type.

The perceived importance of internal equity was found to differ significantly by discipline type ($F = 2.50, p < .05$). A Duncan's multiple range test indicated that business faculty ($M = 2.86$) perceived internal equity to be significantly less important than did faculty in sciences ($M = 2.45$), education ($M = 2.39$) and liberal arts ($M = 2.36$). No significant differences in the perceived importance of the other forms of equity (external, individual/employee or procedural) emerged between faculty from the different disciplines.

Findings and Implications

The primary objective of this study was to assess the relative importance of four forms of equity to the overall pay satisfaction of academic faculty. When the respondents were asked to rate the importance of the four forms of equity to overall pay satisfaction, the results indicated that procedural equity was perceived to be the most important, followed by individual/employee equity, external equity and internal equity.

Our findings revealed that procedural equity is the most important determinant of employee pay satisfaction. The fairness of the decision-making process itself seems to be more important than the actual amount of compensation that is received by individuals. Thus, organizations should

strive to design and implement equitable decision-making processes and procedures for the distribution of employee compensation.

Individual equity was found to be the second most important determinant of pay satisfaction. This suggests that organizations should design or adopt sound performance appraisal systems and administer merit pay and monetary incentives in an equitable fashion. Although external equity was found to be only the third most important influence on job satisfaction, it must be remembered that external equity is still crucial for attracting and retaining high-quality employees.

Internal equity was found to be the least important determinant of overall pay satisfaction. Still, it may be unwise to ignore internal equity in the design of compensation systems. Perceived inequities related to the pay for different types of jobs within one organization could still lead to pay-related grievances and possible litigation.

In summary, it is important to know which forms of equity are the most important determinants of employee pay satisfaction. As was noted previously, dissatisfaction with pay may lead to significant organizational problems, including decreased motivation and performance and increased absenteeism and turnover. The best general advice for organizations is to attend to all four forms of equity in the design and implementation of their compensation systems.

Some organizations, however, may not be able to achieve all four forms of pay equity. For example, some small organizations may lack the financial resources to pay competitive market rates (external equity). Other small organizations may not be able to afford to conduct the job analysis and job evaluation processes that are required to achieve internal equity. The good news for such organizations is that procedural equity is the most important determinant of employee pay satisfaction, according to our study. As such, smaller organizations that may be lacking in terms of external and internal equity can still achieve high levels of employee pay satisfaction if they have fair and equitable decision-making processes in place for distributing compensation.

Lack of Agreement with Earlier Research

On the surface, our findings appear to differ from the findings of earlier research that suggested procedural equity was less important than distributive equity to pay satisfaction. But those earlier research studies collapsed together the three

forms of distributive equity (external, internal and individual/employee equity). The current study separated distributive equity into three distinct forms. Some academic researchers may not see the need to distinguish between different types of distributive equity, but compensation specialists and practitioners know that it is cru-

*Compensation specialists
and practitioners know
that it is crucial to design
pay systems that address
all four forms of pay
equity.*

cial to design pay systems that address all four forms of pay equity.

It is quite likely that our findings can be generalized to other types of organizations and work settings. However, there is a slight possibility that our findings may be unique to higher education institutions. Academic faculty may be more concerned with procedural fairness than workers in other employment settings. Academics may be relatively more concerned with what is fair or right or just. Because faculty have chosen a profession that pays less than other jobs that they could have opted for in the private sector, it is possible that they may be less concerned with the actual amount of money they receive (distributive justice) than workers in other employment settings. Future research studies could attempt to replicate our findings across different types of employment settings.

Moderators of the Importance of the Equity Forms

A secondary objective of this study was to investigate whether certain individual-level or organizational-level variables might influence the perceived importance of any of the four forms of equity. Our results indicated that the relative importance, or the general rank order, of the four forms of equity was the same for the respondents regardless of individual-level or organizational-

ceived pay inequity. Institution size and the type of academic discipline also were found to be associated with significant differences in the perceived importance of various forms of pay equity.

Note

1. Milkovich, G. T., & Newman, J. M. (2002). *Compensation*. Boston: McGraw-Hill Irwin.

David E. Terpstra received his Ph.D. in industrial/organizational psychology from the University of Tennessee. Dr. Terpstra is currently a management professor at Eastern Washington University. He has taught compensation classes at the undergraduate and graduate levels at a number of universities over the past 25 years. Dr. Terpstra has conducted research in the areas of compensation, motivation, organization development and employment discrimination. He has published approximately 75 articles in management and psychological journals.

Andre L. Honoree received his Ph.D. in business administration from the University of Mississippi and his MBA from Louisiana State University. Dr. Honoree is currently an assistant professor in the business division at Spring Hill College. His current research interests are primarily in the areas of compensation and discrimination litigation.

APPENDIX E

Appendix E Focus Group Summaries

P&A Working Group Focus Group Questions

- In terms of your career and affinity to the University with what unit do you feel most aligned; your department, college, campus, or the University as a whole? Why?
- What is important to you about being classified as a P&A employee?
- What is working for you with the current P&A classification system?
- What is not?
- Currently colleges and units are responsible for classifying their own P&A positions. What do you see as the benefits and pitfalls? What are your suggestions for change?
- Outstanding Issues (Other)

SUPERVISORS

Questions above plus when identifying an appropriate employee group and classification for a vacancy, what influences your decision?

What resources, tools, support or training would be helpful to you in managing the classification and compensation of civil service employees?

P&A Working Group Focus Groups Summary

One of the distinguishing characteristics of the P&A Working Group's project method was the extensive research done to validate perceived weaknesses in the compensation and classification system. As part of this research, in November of 2006, the Working Group held fifteen focus groups with P&A employees on the Twin Cities, Duluth and Morris campuses. The Working Group found a number of common themes in these sessions, focusing on structure, benefits, compensation, and consistency.

The current P&A compensation and classification system is viewed as poorly-defined, poorly-understood, and unstructured. The focus groups felt that more definition between the employee groups, a better overall structure, and better position clarity was needed. Mixed opinions were voiced on the job security issues that come with annually-renewable appointments. Some P&As like the independent-contractor feeling of the annual appointment, but many felt that the lack of job security was a significant drawback to the current system. Focus group participants identified a need for an understandable path for promotion and a more deliberate, consistent approach to career development. A new structure should facilitate the reward of additional work and high performance, which is not recognized in the existing system.

APPENDIX E

Some departments, units or colleges have built individualized career paths from the existing system. In some cases, current job class arrangement can include career path progressions: examples include teaching specialists, researchers, librarians, and the University of Minnesota Foundation. While utility and in some cases, excellence, was acknowledged, the fact that career progression could be a function of the way a department uses the system, rather than the system itself, was seen as a significant flaw. While there is no need to modify a system that is meeting current needs, a more comprehensive structure is needed.

Even with the acknowledgement that additional structure and definition is highly desirable, P&As felt it important that the flexibility currently offered in the employee group be maintained. They appreciate the independence, autonomy, and flexibility they have in their positions. They also acknowledge that though the current system is far from perfect, it does offer the flexibility to change job duties without changing job class. It also offers the ability to create and customize both positions and compensation on a decentralized level. The focus groups recognized the perceived higher status of P&A positions, as compared to those in the civil service and bargaining unit employee groups. Not surprisingly, some P&A subgroups, particularly those related to research and teaching, felt a strong affinity to faculty.

As similarly indicated on the most recent PULSE survey, P&As are generally pleased with their benefits. The University of Minnesota Faculty Retirement Plan was repeatedly mentioned as a valued benefit in the P&A group. Some improvement could be made to the vacation program, however, as losing vacation is an ongoing concern. Interestingly, the primary concern with vacation was the "use it or lose it" restriction, not the number of days provided.

From a compensation standpoint, salary compression¹ appears to be an ongoing worry. In addition, P&As feel that it is important to get a good salary upon hire, as the current merit system is not effective. As a result, many P&As do not feel that their compensation keeps pace with their perceived markets. Contributing to this problem is the lack of salary data, which theoretically could prove or disprove this perception. P&As would like more salary data to be available to both employees and managers, making compensation more transparent and easily understood. While it was acknowledged that current reports could provide salary data for internal University positions, the lack of clarity in the job duties of some job classes made the use of such data impractical. Reiterating the problems caused by salary compression, P&As would like to have a system that recognizes and rewards long-term and high-performing employees.

With the lack of structure and definition within the P&A employee group, it is not surprising that consistency in application is an ongoing issue. Specifically, employees are discouraged that individuals doing the same job across the University system do not necessarily have the same compensation levels or compensation potential. College raiding is a concern, as the perception is that certain colleges or units have more funds and offer higher salaries in an attempt to recruit from those colleges or units with fewer resources. In many positions, the line between the usage of civil service and P&A job classes has been blurred, causing further inconsistency in the system. P&As feel that human resource staff and supervisors have varying levels of competency to determine classification and appropriate compensation. Though the flexibility of the P&A structure is valued, the lack of objective oversight, a process to update the system to

¹ Salary compression occurs when a new hire to a position is paid more than someone who has been in the same position for several years.

APPENDIX E

meet current environmental needs, and a lack of coordination across the units and colleges all prevent the current system from meeting the needs of much of the P&A population.

Civil Service Working Group Focus Group Questions

What is important to you about being classified as a civil service employee?

What is working for you with the current Civil Service classification and compensation systems? What is not?

Describe your experience with or knowledge of the job evaluation questionnaire (JEQ). Describe what worked for you and what didn't work for you in regards to the process, system, and tools utilized.

At the University we have multiple employee groups as discussed earlier. Describe what you think works and what doesn't work with the employee groupings.

Supervisors

Questions above plus when identifying an appropriate employee group and classification for a vacancy, what influences your decision?

What resources, tools, support, or training would be helpful to you in managing the classification and compensation of civil service employees?

Civil Service Working Group Focus Groups Summary

Mirroring the research method used by the P&A Working Group, the Civil Service Working Group held 22 focus groups with civil service employees on the Twin Cities, Crookston, Duluth, and Morris campuses during September and October of 2007. Unlike the P&A study, the Civil Service Working Group included a specific session for supervisors of civil service employees, as well as one for P&A supervisors of civil service employees. The Working Group found a number of common themes in these sessions, focusing on structure, career development, benefits, compensation, and consistency.

Unlike the P&A focus groups, civil service feedback did not indicate a significant lack of design or structure. As would be expected in a rule-based system, the focus was more on updating the system and keeping it current. Most feel that job classes and salaries no longer represent the work being done, suggesting that a systematic review is needed. Rate-arranged positions² were also a source of dissatisfaction. Most civil service employees were pleased with the perceived security of their continuing appointments, compared to annually-renewable appointments. Since the focus groups started shortly after the AFSCME strike ended, several groups did mention that even though they appreciated the rules, they liked the fact that they weren't union-represented and didn't have to worry about going out on strike. That said, however, they also felt that the system needed better definition between the employee groups –

² Rate-arranged positions are jobs that do not have stated salary minimums or maximums.

APPENDIX E

primarily between P&A and civil service positions, though some employees saw overlap between civil service and bargaining unit positions, as well.

The Job Evaluation Questionnaire (JEQ) process for promotion is viewed quite negatively, with the majority of the comments indicating a lack of transparency, excessive length, lack of employee involvement with central human resources, and overall ineffectiveness. Though they generally don't like the JEQ as a promotional tool, group participants identified a need for an understandable path for promotion and a more deliberate, consistent, and supported approach to career development. While many participants indicated that professional development was a possibility, departments didn't always have the information, support, or funding to promote it.

Again, as was evidenced in the PULSE survey, civil service employees are generally pleased with their benefits. The majority of the group values its participation in the Minnesota State Retirement System (MSRS); however, there were comments made regarding the lack of comparability between the University's contributions to MSRS (4.25%) and the Faculty Retirement Plan (13%). The primary sources of dissatisfaction for the civil service groups were paid leave, both sick and vacation. Sick leave frustrates them because they are not paid for unused sick leave, and vacation often isn't useful as they are accruing more than they can use, so it becomes a lost benefit.

From a compensation standpoint, salary compression³ appears to be an ongoing worry. In addition, civil service employees have mixed feelings about merit pay, given the lack of funding at a departmental level. Though some individuals support merit pay and feel it works, others feel that it's too dependent upon supervisor opinion and the small pool of funding makes it difficult to truly distinguish between performance levels. Some civil service employees also don't like the fact that if you perform well in the merit system, you feel as if you are taking salary from your coworkers.

Given the highly-structured nature of the civil service rules, it is surprising that consistency in application is an ongoing issue to the levels evidenced in the focus groups. Specifically, employees are discouraged that individuals doing the same job across the University system do not necessarily have the same compensation levels. In many positions, the same work is being done by both civil service and P&A positions, causing further inconsistency in the system. The biggest consistency concern evidenced in the focus groups is the perceived uneven nature of the competency of their supervisors and human resources staff. This theme appeared in many areas, particularly career progression, merit pay, performance management, JEQ usage, and appropriate classification decisions between employee groups. Civil service employees, in general, would like to see a greater consistency in the way the rules and programs are both structured and implemented. This lack of consistency is seen as a significant weakness in the current system.

³ Salary compression occurs when a new hire to a position is paid more than someone who has been in the same position for several years.

APPENDIX F

Appendix F Dean/Director interview summaries

Civil Service Working Group Dean/Director Interviews Summary

During the fall, 2008 members of the Civil Service Task Force interviewed the following individuals to ascertain their viewpoints and insights regarding civil service classification and compensation

Mike Volna, Associate Vice President, Controller's Office
Sue Van Voorhis, Director, Office of the Registrar
Ed Deegan, Director, AHC Information Systems
Mary Nichols, Dean, College of Continuing Education
Paul White, Director, Medical School Admissions
Kathy O'Brien, Vice President, University Services
Kate Maple, Assistant Dean, Student Services, College of Design
Nancy Flemmons, Associate Clinical Specialist, AHC Office of Clinical Research
Jill Merriam, Budget Director, Sr. Vice President of Academic Affairs
Kathy Pouliot, Manager, Employee Benefits

In general these managers provided a consistent voice describing the opportunities for improvement. They stated that:

- There is a lack of understanding of the differences between the P&A and civil service employee groups especially in light of the fact that there are some positions across the university where two people perform the same duties but are in different employee groups. There is a lack of consistency across the university in the use of the civil service and P&A employee groups. The differences in benefits and rules that govern P&A and civil service employees impact the choice of classifications for supervisors and employees. It is easier to hire externally with a P&A position because of the benefits (sick leave, vacation accrual, and retirement contribution). The current civil service vacation accrual is not competitive when hiring a seasoned professional. Sometimes it is difficult to move a long-term civil service employee to P&A because of benefits and fear of the annually renewable contract. There is a perception that civil service work rules complicate the role of manager and also do not foster performance. Managers, in general, prefer non-renewal contracts. The differences in the use of P&A and civil service employee groups across colleges, departments, and supervisors makes it difficult for employees to easily move from one department or college to another and to advance their career within the same department. Some managers stated that it might be good to consider combining the employee groups into one employee group.
- Classification descriptions do not fit the current work performed at the university and do not meet the hiring needs of units (salary parameters and qualifications). There are a lot of one person classifications. There are also a number of broad classifications (rate arranged) that do not group together individuals performing similar work and thus do not provide good direction on pay parameters. The broad band concept is good from the perspective that it provides flexibility to the units. However, the broad bands are too broad and therefore do not provide a mechanism for

APPENDIX F

locating comparable positions across the university and providing salary parameters. Rate arranged positions also limit the ability to locate comparable positions and determine appropriate pay.

- Managers desire clear career paths and levels and a university-wide effort to promote career planning. Managers stated that we are losing high performing employees who are not clear on how they can advance. There are some career progressions today but many employees do not fit into the existing career progressions. The program associate may be useful, but may not have a good series of jobs that allows progression. Even when there is a series like accounting, the current leveling does not provide clear distinctions between levels.
- The University does not have equity across colleges and departments in regards to classification and compensation. We need to have more consistent use of the classification system so that we can easily see the appropriate internal pay practice for a particular type of work. It is difficult and takes a lot of time and energy to conduct internal salary comparisons. Employees try to utilize UM Reports to request more money but the jobs are often not comparable. The inconsistency of classification also poses a problem when it comes to dealing with the layoff lists and implementing career planning programs.
- The JEQ process and forms are not transparent or easily understood. The form is outdated. The questions do not correspond to work performed today and do not adequately address current factors that determine the level of a job. Managers stated that there should be an easier way for departments to manage promotions and would like to have the job evaluation tool on-line. While all managers agreed that the JEQ process and form are outdated and need to be better understood by everyone, there was disagreement on the usefulness of the tool. Some managers believe that a well written job description could tell more than a JEQ type process while others highly value a thorough internal review process as a way to analyze jobs
- Our compensation and classification systems and how compensation is determined for a position need to be understood by all employees. The lack of transparency leads to perceptions of unfairness. Greater knowledge of classification and compensation concepts and greater consulting skills by local HR professionals is needed to help managers in choosing the appropriate employee group and classification.
- We need more ways to provide rewards and recognition of excellent performance and job growth. There is variation across colleges in the use of in-range adjustments for civil service employees to recognize and reward job growth. Those that utilize in-range adjustments and outstanding service awards have found them to be helpful in recognizing performance. Some managers are in favor of broadening the use of merit pay or even mandating merit pay for civil service employees. Other managers are supportive of merit pay but concerned that the small increase budgets do not allow for a lot of differentiation.
- Salaries do not appear to be keeping up with the external marketplace and there are select areas where we are having difficulty hiring and retaining. Managers would like additional market data and review by central on how pay is keeping up with the marketplace. The salary maximums can pose a problem especially when the market median for this type of work is above the midpoint of the pay range.

APPENDIX F

P&A Working Group Dean/Director Interviews Summary

During the fall, 2007 members of the P&A Working Group interviewed the following individuals to ascertain their viewpoints and insights regarding P&A classification and compensation

Brian Atwood, Dean, Humphrey Institute of Public Affairs
Terry Bock, Associate Vice President, AHC
Kathy Brown, Vice President, Office of the President
Chuck Casey, Chancellor, UMC
Steve Carley, Vice President and CIO, Office of Technology
Steve Crouch, Dean, Institute of Technology
Patti Dion, Director, Office of Human Resources
John Finnegan, Dean, School of Public Health
Gerry Fischer, Foundation President and Chief Ex. Officer, U of M Foundation
Tom Fischer, Dean, College of Design
Wendy Lougee, University Librarian, Library Administrative Services
Fred Morrison, Professor, Interim Dean, Law School
Kathy O'Brien, Vice President, University Services
Deborah Powell, Dean, Medical School
Mike Rollefson, Associate To, Graduate and Research HR
Steven Rosenstone, Vice President, Concerts and Lectures
Tom Sullivan, Sr. Vice President and Provost, Academic Affairs and Provost
Craig Swan, Vice Provost and Dean, Office of the Executive VP and Provost
Vince Magnuson, Vice Chancellor, UMD

The approach that was utilized was to provide the Dean/Director with an overview of the project and then provide an open timeframe to hear directly from the Dean/Director the aspects of the P&A classification and compensation system that are currently meeting their needs and in turn what aspects of these systems are not working well for them.

For the most part, these interviews provided a wealth of information regarding the specific thoughts and ideas of these leaders within the University.

There are many aspects of the P&A classification and compensation system that are working well for a majority of the Deans and Directors interviewed including:

- Flexibility
 - It is important to Deans and Directors to retain flexibility to structure jobs and compensate appropriately and to manage promotions with very little bureaucracy.
- P&A benefits help to attract good people
- P&A work rules and annual renewable contracts provide ease of administration for managers.
- Career Ladders for some professions such as Research, Librarians

However, the Deans and Directors did highlight the following opportunity areas for improvement.

APPENDIX F

- The current classification system is confusing and does not seem to have consistent design principles. Some classifications are very broad and include very disparate work and others are very narrowly defined or apply to a small segment of the University. Deans and Directors desire a clear structure that helps the university to effectively manage human resources and facilitates the ability of the University to recruit, attract, compensate, retain, and motivate employees. Many of the Deans and Directors offered specific examples of how to organize the P&A classifications more effectively. The majority of these suggestions centered around organizing into broad groupings around functional areas such as Research, Teaching, Athletics, IT, Student Services, or around roles such as professional, managerial, administrators, instructional.
- Most Deans and Directors stated that there is a lack of clarity in the distinctions between P&A and Civil Service. They stated that it is problematic to have two people who perform the same or similar work classified into two different employee groups (civil service and P&A). There is a belief that there has been “creep” from civil service to P&A.
 - A few leaders suggested it would be good to combine civil service and P&A together into one professional employee group.
- The emphasis should be placed on fostering career development and performance in order to retain and attract the best and the brightest. We should focus on implementation of career tracks, promotion of career and professional development, and improvement of the performance management system. The Deans commented that it is not easy for P&A people to move around the University. The system needs to facilitate careers. It should be clear to employees where they fall and what positions would provide a growth opportunity for them.
 - A few Deans stated that they would like a simple evaluation process for P&A promotions that would provide more rigor into the promotional process and result in P&A employees being honored by the promotion. They suggested this could be on the web and would take into consideration scope of responsibilities, etc..
- Deans and Directors are concerned with inequities across colleges. They expressed that many times there are huge discrepancies in salaries which can cause morale problems or poaching by the “haves”
 - A minority of Deans and Directors commented that there may be different external markets associated with certain colleges justifying the differences or that the differences provided competition and motivation.
- There is desire for more structure, guidance, and compensation aides to manage classification and compensation of P&A employees. Compensation decisions should be fact-based and equitable to employees. Deans and Directors would like to have readily available internal and external market data.
 - There is some desire for salary structure to help manage compensation but also some a concern regarding limits to the pay range that may be artificial.
- The Deans strongly recommend moving to a transparent process that is understood and consistent. Deans and Directors would like there to be training for managers and human resources professionals — this is viewed as critical to the success of any new program.
- Deans expressed concerns about correctly meeting PELRA and FLSA requirements or general concerns of potential discrimination claims when we have people who have different benefits doing the same work.

APPENDIX F

In summary, the Deans and Directors highly value P&A employees and they would like the P&A classification and compensation system to honor and value these employees and provide a resource to them as employees.

They desire systems that allow P&A employees to understand how their pay is determined and also provide information to help direct them in their careers. They would like systems and processes that are fact based and thus can be consistently applied.

They want a system that is easy to use and is flexible and nimble to meet changing and variable business needs. They are concerned about equity across colleges but they do not want central to play a heavy hand in the management of these employees.

APPENDIX F

APPENDIX G

Appendix G System Data - Proposed Job Families and Job Series

CLASSIFICATION AND COMPENSATION STUDY 2008 EXAMPLE OF A JOB FAMILIES AND SERIES

This is not meant to describe the actual job families and series of the university but rather serve as an illustrative example of the concept of job families and job series.

JOB FAMILY	JOB SERIES	JOB SERIES DESCRIPTION
1. Administration: Jobs in this job family reflect a broad cross-section of business administration functions across all operations of the University. The family involves managing or performing the full-range of operational duties to involve finance, budget, HR, and facilities. People in this family may also provide professional administrative expertise by coordinating, researching, recommending, and implementing overall business administrative initiatives. They are required to interact with a variety of other offices within the unit.	Administrative Operations	Jobs in this series involve managing or performing the administrative operations of an organization. Typical duties include developing, implementing, and/or performing processes and procedures. Jobs in this series may involve a variety of administrative support duties to individuals, groups, or programs. Supervisory duties are often required.
	Executive Coordination	Jobs in this series require a great deal of independent initiative and direction, but exist solely for professional level support of management. Typical duties include representing the senior administrator in their absence, project management, meeting with various constituents, and offering advice to senior leadership team.
	Program Administration	Jobs in this series work directly with a specific program or project at University. Positions here deal with general management of a program or center.
	Senior Administration	Jobs in this series include the top administrators at a university or campus-wide level. People in the series oversee entire areas of the University or entire colleges.
2. Athletics & Recreation: Jobs in this job family deal with the professional activities and programs of coaching, recreational sports, and strength and conditioning.	Coaching	Jobs in this series involve developing the student-athlete physically, competitively, and emotionally, and enhancing the execution of competitive sports. Typical duties include: <ul style="list-style-type: none"> ▪ Supervises or assists in coordination of practices and competitions. ▪ Develops and implements training and conditioning programs. ▪ Conducts clinics, or public relations/fund raising events. ▪ Ensures the compliance of all eligible rules and regulations (NCAA, Big Ten, Minnesota Community College, etc.)

APPENDIX G

JOB FAMILY	JOB SERIES	JOB SERIES DESCRIPTION
	Recreational Sports	Jobs in this series involve activities related to recreation, leisure, and fitness in an accredited environment.
	Strength and Conditioning	Jobs in this series involve developing and implementing specific pre/post injury strengthening programs for intercollegiate athletes. People in the series may also provide emergency care during games and practices.
3. Business Development: see series description		<p>Jobs in this job family deal with identification, assessment, and development of business opportunities related to the field of study of the hiring unit. Typical functions may include:</p> <ul style="list-style-type: none"> ▪ Seeks out prospective business opportunities. ▪ Screens new ventures and expansion proposals. ▪ Evaluates planned projects. ▪ Conducts direct marketing of university products or services.
<p>4. Campus Operations and Protection: Jobs in this job family deal with the University operations, services and safety. The family involves campus-wide design, operation, maintenance, and renovation of University buildings, facilities and equipment; campus services such as dining, printing, production, and store management; and coordination and management in the areas of safety, risk management, and security/police operations. Typical functions include architectural design, capital planning, engineering, facilities planning and management, custodial services, parking & transportation, utilities, grounds & waste management, police/security, fire protection, occupational safety, environmental health, radiation control, hazardous materials use and disposal, etc.</p>	Capital Planning and Design	<p>Jobs in this series deal with the plan, design, and construction of University capital projects, including architectural design, landscape design, engineering design, construction management, renovation, general plant extension, and the design, installation, upgrades and expansion of utility/facility/research. Typical duties include:</p> <ul style="list-style-type: none"> ▪ Conducts research on project requirements and prepares information regarding specifications, cost, and timeline. ▪ Oversees design and construction of multiple projects. ▪ Develops and negotiates construction contracts. ▪ Maintains working relationship with clients and contractors, etc.
	Facilities Management & Services	Jobs in this series deal with the institution-wide operation, maintenance, and renovation of University buildings, facilities, and equipment. Typical functions include supervision and management of plant operations, custodial services, skilled trades, parking & transportation, utilities, grounds & waste management, etc.
	Environmental Safety	Jobs in this series deal with the planning, development, maintenance, evaluation, and promotion of occupational and/or environmental health and safety programs to protect the university community and conform with federal, state, and local laws, rules, regulations, and/or university standards. Examples of occupational and/or environmental health and safety programs include

APPENDIX G

JOB FAMILY	JOB SERIES	JOB SERIES DESCRIPTION
		asbestos and/or lead abatement, chemical waste, hazardous waste, radiation, and/or sanitation.
	Public Safety	Jobs in this series deal with the management of police, fire, general security, and property protection activities for the University. Typical duties include: <ul style="list-style-type: none"> ▪ Manages police and security services for the institution. ▪ Manages fire protection services and activities. ▪ Serves as liaison with local, state and federal police, fire, and security agencies. ▪ Maintains a safe and secure work environment for faculty, staff, students, patients, and the general public.
	Campus Services	Jobs in this series aim at enhancing student/faculty/staff life or supporting University business operations through providing general support services in areas of dining, printing, bookstore, and stores management.
5. Communications, Marketing & Public Relations: Jobs in this job family deal with dissemination of information and maintaining an accurate image of the University to internal units and the external public. This family also involves marketing of campus activities, services or products and other communicative initiatives. Typical functions include public information, public relations, general communication, media relations, advertising, radio/television broadcasting, editorial design, graphic arts, multi-media production, manuscript creation, and market trends identification and monitoring.	Communications	Jobs in this series provide information and promotional services for individuals, groups, or organizations. Typical duties include: <ul style="list-style-type: none"> ▪ Writes technical reports, brochures, and/or manuals for internal documentation, customer reference or publications. ▪ Designs promotional publications including graphic arts and photography. Manages the editorial content of publications. ▪ Plans, directs and/or implements information/promotion programs. ▪ Manages multi-media production and distribution of publications ▪ Develops and implements an employee communication programs.

APPENDIX G

JOB FAMILY	JOB SERIES	JOB SERIES DESCRIPTION
	Graphic Arts	<p>Jobs in this series involve preparing a variety of illustration materials for informational or instructional use. Typical duties include:</p> <ul style="list-style-type: none"> ▪ Prepares audio/visual aids, wall charts, posters, diagrams, designs, graphs, figures, apparatus posters, etc. used in classroom instruction, research publication, exhibits, or other similar purposes. ▪ Confers with staff members to determine their art needs and selects art media (pen and ink, water colors, oils, crayons, etc.) to best meet these needs. ▪ Makes molds and models from such materials as wood, metal, glass, plastics, paper, wax, or plaster. ▪ Plans and prepares layouts for exhibits, brochures, and other publications.
	Public Relations and Marketing	<p>Jobs in this series involve representing the University to the media and general public, and/or deal with marketing of campus activities, services, or products to external constituencies to create, enhance, and sustain relationships between the campus and its external constituencies. Typical duties include:</p> <ul style="list-style-type: none"> ▪ Plans and conducts a continuous news coverage effort to provide information to the public. ▪ Plans, directs, or implements a marketing program. ▪ Provides marketing advice on topics such as selection of advertising media, or activity/service/product to be advertised.
	Communications Generalist	<p>Jobs in this series play a "generalist" role in planning, developing and maintaining overall unit or campus-wide communications programs. The series often involve more than one of the following communication specializations: department communications, media, news and information, public relations, fund raising, and marketing and promotion. Typical duties include:</p> <ul style="list-style-type: none"> ▪ Plans and conducts a continuous news coverage effort to provide information to the public. ▪ Plans, directs, or implements an information/promotion, fund raising, sales and/or marketing program. ▪ Designs, writes/edits and/or coordinates production of printing, audiovisual and photographic materials. ▪ Sets immediate and long-range communication objectives and strategies.
6. Community Relations: Jobs in this job family involve reaching and	Research	Jobs in this series have a variety of responsibilities typically found in programs which provide a service to

APPENDIX G

JOB FAMILY	JOB SERIES	JOB SERIES DESCRIPTION
serving the outside community to promote the University, engaging the community groups on issues of common interest, and helping them to address community issues. Typical functions include planning and directing a community research or service program.		one or more community groups. Activities focus on administrative, managerial, or professional work planning and directing a community research program.
	Services	Jobs in this series have a variety of responsibilities typically found in programs which provide a service to one or more community groups. Activities focus on administrative, managerial, or professional work planning and directing a community service program.
7. Development & Alumni Relations: Jobs in this job family deal with fund raising and alumni activities across all operations of the University. Typical functions include the identification, cultivation, and solicitation of prospective donors such as corporate foundations and individuals; event planning; development and implementation of promotional materials, and other fund-raising activities.	Development	Jobs in this series deal with fundraising activities for the University including annual giving, corporate/foundation relations, major gifts, and planned giving. Typical duties include: <ul style="list-style-type: none"> ▪ Identifies, cultivates, and solicits prospective donors. Provides support in stewardship and recognition efforts for donors. ▪ Coordinates contact with major gift prospects with local college development administration. ▪ Serves as liaison to University affiliated organizations. ▪ Coordinates volunteer activities to advance donor fundraising potential.
	Alumni Relations	Jobs in this series deal with building and maintaining relationship with alumni to promote the University. Typical duties include: <ul style="list-style-type: none"> ▪ Identifies and develops relationships with alumni. Manages alumni database. ▪ Responds to various alumni requests, questions, and communication. ▪ Develops, conducts, and promotes alumni programs and services to members including reunion, travel/tours, speakers, and general activities to enhance involvement opportunities across the alumni network. ▪ Develops and conducts alumni fundraising and solicitation activities and programs.
8. Educational/ Instructional Services & Teaching: Jobs in this job family deal directly with the planning, development, and delivery of educational and instruction services. Typical functions include classroom teaching for courses that supplement the faculty offerings and/or expertise of the faculty,	Continuing Education Specialist	Jobs in this series are devoted to Continuing Education. It includes positions that are responsible for the planning and development of continuing education programs including: faculty consultation and involvement; identification of appropriate curricular content; instructional design; needs analysis; use of communications technologies; program delivery techniques; and program evaluation.

APPENDIX G

JOB FAMILY	JOB SERIES	JOB SERIES DESCRIPTION
creation of course materials and program, and development of online or computer-based tools.	Extension Education	Jobs in this series are devoted to extension. Extension educators provide outreach education and are generally field-based in regional centers throughout the state, with a few positions based on a campus. Extension's Capacity Areas include: Agriculture, Food & Environment, Community Vitality, Family Development, Natural Resources & Environment and Youth Development. Extension educators are responsible for several major areas of work, including educational program development, marketing, delivery, evaluation, attention to the diverse population of the state, use of and or creation of scholarly/scientific research, effective partnerships, use of technology and continuing professional development.
	Lecturer & Teaching	Jobs in this series provide classroom teaching for courses that supplement the faculty offerings and/or expertise of the faculty.
	Education Specialist	Jobs in this series primarily consist of positions that help create course materials and program, especially online or computer-based tools.
9. Finance & Purchasing: Jobs in this job family deal with the accounting and financial activities of the University, and with the requisition, receipt, storage, and distribution of vendor products. Typical functions include general accounting, budget, financial analysis, audit, tax and reporting, billing and collections, payroll, etc.	Audit	Jobs in this series involve evaluating, analyzing, and recommending changes in University accounting practices and procedures. Typical duties include: <ul style="list-style-type: none"> ▪ Supervises the analysis of procedures and practices of departments pertaining to the handling and accounting of assets. ▪ Reviews auditing control reports submitted by departments for accounting accuracy and conformity to established regulations. ▪ Advises departments of more appropriate or efficient accounting procedures.
	Financial Analysis & Investment	Jobs in this series provide complex financial analysis to aid management with short and long term utilization of financial resources. Typical duties include: <ul style="list-style-type: none"> ▪ Conducts special studies, reports, forecasts, and recommendations in areas such as financial plans and investment opportunities, including equity, fixed income, and other holdings. ▪ Interfaces with management and governmental agencies to resolve reporting and compliance issues. ▪ Develops and communicates University investment strategies, policies, and procedures. ▪ Screens potential investments. Develops and implements portfolio monitoring tools to measure risk

APPENDIX G

JOB FAMILY	JOB SERIES	JOB SERIES DESCRIPTION
		and return. Performs periodic investment valuation.
	Financial Operations & Accounting	Jobs in this series deal with the overall management and administration of accounting and account transaction systems, procedures and reporting. Typical duties include: <ul style="list-style-type: none"> ▪ Manages the overall accounting work in connection with general ledger, sponsored funds, auxiliary, student, plant, investment, and other operating funds. ▪ Sets up budget procedures in accordance with terms of fixed price grants or research contract requirements. Assists departments with questions on budgeting of research funds. ▪ Manages collections on all student fees, loans and receivables, and disbursement of all non-payroll payables. ▪ Serves as liaison with third-party payers and other external agencies. Selects accounts and agencies for outside collection efforts and monitors progress of accounts.
	Purchasing	Jobs in this series deal with the requisition, receipt, storage, and distribution of vendor products. Typical functions include vendor selection, quotation analysis, contract evaluation and negotiation, specification composing, product evaluation, vendor relations, etc.
10. Grants Administration: Jobs in this job family provide expertise in the areas of grant management and administration. Typical functions include locating and identifying sources of outside funding, developing budget proposals, monitoring the contracts received for academic and research projects and programs, interpreting regulations and guidelines of program funding, and monitoring and processing invoices and application of budgets.	Grants Administration	Jobs in this series provide grants administration within a department or college. Typical duties include: <ul style="list-style-type: none"> ▪ Pre-award application and administration which may include locating sources of outside funding. Review of proposals from faculty and staff. Budget development and financial calculation consultation. Interpretation of grant and contract regulations and their relation to University accounting procedures. ▪ Negotiation of contract/grant awards. ▪ Monitoring grants and contracts to ensure expenses are paid according to contract. ▪ Liaison to sponsoring agencies.
	Centrally Sponsored Projects	Jobs in this series provide sponsored projects administration services to ensure that university grants meet federal and state requirements.
11. Health Care & Animal Care: Jobs in this job family deal with direct patient care for both physical and mental/behavioral health, as	Health Care	Jobs in this series provide the delivery of health care to humans. This may involve determining diagnosis and treatment, or delivering treatment. May conduct research for publication. May participate in program development

APPENDIX G

JOB FAMILY	JOB SERIES	JOB SERIES DESCRIPTION
<p>well as management, operation, and maintenance of animals and animal facilities to maintain the well-being of animals. Advanced degrees in health care fields (e.g.: M.D., D.D.S., DVM, VMD, PharmD, LICSW, RN, PhD) and current licensure (or registration) are typically required. Typical functions include provision of health care, supervision of unit or clinic staff, teaching of students and/or residents, compliance, patient relations, operational services, and medical records.</p>		and/or administration.
	Behavioral Health	Jobs in this series provide direct client counseling on behavioral/ mental health issues. May conduct research for publication. May supervise advanced students. May participate in program development and/or administration. Specialized education and licensure are required.
	Animal Health	Jobs in this series deal with the medical care of animals. Specialized education and licensure/certification are required.
<p>12. Human Resources: Jobs in this job family deal with designing and implementing human resources programs and providing consultation to management in regards to appropriate practices for management of human resources. Typical functions include staffing, compensation, benefits, employee & labor relations, HR consulting, academic training and support, organization development, HRMS, affirmative action and EEO, centralized payroll, etc.</p>	HR Admin Generalist	<p>Jobs in this series have a “generalist” nature that combines cross-functional duties in HR administration. Typical duties includes:</p> <ul style="list-style-type: none"> ▪ Provides consultation and coaching to managers, supervisors, and other employees to help solve problems in all areas of human resource administration. ▪ Develops position descriptions, qualifications, selection criteria and appropriate salary levels for positions. Assists management in the classification analysis process. ▪ Participates in labor relations activities as a resource regarding unit needs. Works with managers to resolve and prevent employee relations issues. ▪ Provides information on employee programs and policies. ▪ Consults with units on the design and effectiveness of organizational structure and systems. Identifies training and professional development needs for units. ▪ Provides guidance on interpretation of policies and procedures that govern each employee group.
	Specialist -- Staffing, Compensation, and Benefits	<p>Jobs in this series provide HR services in specialized areas such as staffing, benefits, and compensation. People in this series perform “specialist” duties and responsibilities with one of following focuses:</p> <ul style="list-style-type: none"> ▪ Develops and implements the recruiting and selection strategies and programs to departments. ▪ Develops, implements, and communicates the University benefits programs including health,

APPENDIX G

JOB FAMILY	JOB SERIES	JOB SERIES DESCRIPTION
		retirement, vacation and leaves, and other welfare programs. <ul style="list-style-type: none"> ▪ Develops and implements the University compensation programs, pay structures, classification systems, and policies. Conducts market study and trend analysis.
	Training & Organizational Design/ Development	Jobs in this series provide organizational design analysis as well as design and delivery of training and development programs that enhance leadership and staff performance and experience of the work place. Typical duties include: <ul style="list-style-type: none"> ▪ Assesses, develops, and delivers team building, career development, and other organizational development programs. ▪ Develops and delivers managerial training and development programs to enhance management skills and organizational effectiveness.
	EEO & Affirmative Action	Jobs in this series focus on organizational compliance with a variety of equal opportunity laws, guidelines, and policies. Characteristic duties include: <ul style="list-style-type: none"> ▪ Implements and monitors the University's Affirmative Action Program in accordance with federal/state laws and regulations and University guidelines regarding equal opportunity. Reports EEO compliance to regulatory agencies. ▪ Investigates discrimination and sexual harassment charges. Counsels all concerned parties as necessary. Mediates conflicts and negotiates settlement agreements. ▪ Provides consultation to management and staff regarding EEO compliance and disparate treatment. Provides initiatives and programs that promote a culture of acceptance, respect and equality. ▪ Conducts training sessions on diversity issues.
13. Information Technology: Jobs in this job family deal with improving work processes and customer satisfaction through providing expertise in electronic data processing and computing. Typical functions include computer hardware/software development, installation, and analysis, systems development, web	Media / Audiovisual	Jobs in this series deal with the media and audiovisual equipment operations in support of teaching, learning, research, communication, and administrative purposes. Typical duties include: <ul style="list-style-type: none"> ▪ Provides overall management direction for the various service units including still and motion picture photography, educational art and materials, and photographic services. ▪ Oversees the installation, maintenance and operation of public address, audiovisual, radio broadcasting,

APPENDIX G

JOB FAMILY	JOB SERIES	JOB SERIES DESCRIPTION
development/design, computer networking, telecommunications (voice & data), systems security, data management, and business analysis.		radio paging, theater lighting, and data monitoring systems.
	Information Systems	Jobs in this series have a “generalist” nature that provides a variety of professional level IT services. People in this series typically perform a combination of the following IT functions: <ul style="list-style-type: none"> ▪ Applications programming development and maintenance. ▪ Systems administration and desktop support. ▪ Business systems analysis. ▪ Web applications development and/or maintenance.
	Application Programming	Jobs in this series deal with the analysis, development, implementation, and maintenance of application systems, data, interfaces, reports, and queries. Typical duties include: <ul style="list-style-type: none"> ▪ Designs related databases, web interfaces and content, or multimedia processes. ▪ Designs, develops, modifies, tests and evaluates, and maintains computer programs. ▪ Conducts web applications programming. ▪ Work also includes test to production processes, quality assurance, maintenance, and documentation of applications.
	Business Systems Analyst	Jobs in this series deal with the analysis and design of business systems requirements, and unit integration and acceptance activities. Typical duties include: <ul style="list-style-type: none"> ▪ Analyzes business processes and problems. Develops solutions involving the use of computer systems, information flow and architecture. ▪ Creates specifications for systems to meet requirements. Validates requirements against needs. Designs details of automated systems. ▪ Develops user interface design. Plans and executes unit integration and acceptance testing. ▪ May lead cross-functional teams to solve complex business or systems issues.
	Data Management	Jobs in this series typically perform duties as follows: <ul style="list-style-type: none"> ▪ Plans, designs, develops, implements, and administers databases to acquire, store and retrieve data. Ensures accuracy and completeness of data. ▪ Optimizes/tunes data system performance. Develops database dictionaries, specifications, tables, and data elements. ▪ Establishes and maintains data security. ▪ Migrates data to new systems.

APPENDIX G

JOB FAMILY	JOB SERIES	JOB SERIES DESCRIPTION
	Systems / Infrastructure Administration	<p>People in this series serve as the technical administrator for hardware, operating systems, and network management. Typical duties include:</p> <ul style="list-style-type: none"> Plans and coordinates the installation, configuration, and testing of hardware and software components. Work may involve central or departmental computer systems, networks, and web administration.
	Technical Project Management	<p>Jobs in this series manage the outcome of specific IT projects with a defined beginning and end. Typical duties include:</p> <ul style="list-style-type: none"> Manages the development and implementation process involving departmental or cross-functional teams. Monitors the project from initiation through delivery. Coordinates and monitors schedules, budgets, staff, and deliverables. May serve as a team leader.
	IT Security	<p>Jobs in this series deal with the management of systems controls to assure security integrity of the University central IT systems. Typical duties include:</p> <ul style="list-style-type: none"> Monitors, evaluates, and maintains systems and procedures to protect the data systems and databases from unauthorized users. Identifies potential threats and responds to reported security violations. Researches, recommends, and implements changes to procedures and systems to enhance data systems security.
14. Legal Services: Jobs in this family involve providing legal counsel, performing paralegal work, and meeting other legal needs of the University. Typical legal service fields include litigation, employment and labor relations, regulatory compliance, intellectual property, ethics and conflicts of interest, and other specialties.	Legal Support	Jobs in this series perform legal assistant or paralegal work. People in the series are educated and trained in legal areas, but are not licensed to practice law and give legal advice.
	Legal Counsel	Jobs in this series are responsible for providing legal counsel to the University, representing the University in litigation and disputed claims, and developing and implementing programs and strategies that provide comprehensive and preventative legal guidance to the University. Typical legal counsel and service fields include litigation, employment and labor relations, regulatory compliance, intellectual property, ethics and conflicts of interest, and other specialties.
15. Libraries & Museums: Jobs in this job family deal with library or	Libraries	Jobs in this series deal with library development, management, access to, organization and acquisition of

APPENDIX G

JOB FAMILY	JOB SERIES	JOB SERIES DESCRIPTION
<p>museum services and management. Typical functions include development, cataloguing, and maintenance of organization and bibliographic control of collections, oversight of selection, acquisition and access of resources, development and application of special information systems, development of educational/outreach programs, interpretation of collections to scholars, students or the public, and preservation of the collections.</p>		<p>collections and specialized information systems to enhance academic teaching, learning and research. Typical duties include:</p> <ul style="list-style-type: none"> ▪ Develops, catalogues, and maintains organization and bibliographic control of collections. ▪ Handles acquisition of resources. ▪ Develops access to resources. ▪ Provides physical preservation and restoration of rare/valuable books, artwork, and other library materials.
	Museums	<p>Jobs in this series deal with the management and administration of museum collections including scientific, artistic, and cultural artifacts and collections to enhance academic teaching and research. Typical duties include:</p> <ul style="list-style-type: none"> ▪ Develops, catalogues, and maintains collections. ▪ Disseminates research and information about holdings through scholarship and publication, and to a broader audience through developing and/or participating in educational and outreach programs through the university or other agencies. ▪ Interprets the collection to other scholars, students, or the public. ▪ Provides preservation of the collection.
<p>16. PreK-12 Education: Jobs in this job family deal with the development and education of children and young adults. The family involves work in early childhood education and development programs such as the university childcare center as well as outreach activities in the community.</p>	Early Childhood Education	Jobs in this series provide teaching services for preschool children in University facilities, as well as training and supervision for undergraduate students who are completing student teaching requirements in the facilities.
	K-12 Education	Jobs in this series involve efforts to partner with, and to support, an increasingly diverse population of learners and educational partners in the K-12 education system.
17. Research: Jobs in this job family participate in research and facilitate the sharing of knowledge and expertise with the larger society. Jobs in this family deal with the conducting of research and/or the compliance and operation of research. Typical functions include designing, conducting and analyzing theoretical and applied research,	Research	<p>Jobs in this series deal with the design, implementation, and evaluation of research projects. Typical duties include:</p> <ul style="list-style-type: none"> ▪ Collects data and develops data collection instruments and procedures. Analyzes data. ▪ Designs, collaborates, and completes research projects. ▪ May teach, but should not constitute a majority of duties. <p>Specific degrees may be required for level distinctions.</p>

APPENDIX G

JOB FAMILY	JOB SERIES	JOB SERIES DESCRIPTION
literature review and research, grant solicitation /preparation/administration, data collection, compliance, protocol and guidance writing, etc. People in the family may provide expert advice to unit administrators, and/or external communities. Limited teaching may be a part of some jobs. Advanced degrees are often required.	Professionals-in-Training	Professionals-in-training are involved in teaching and research. People in the series are involved in internships, residencies, or otherwise in further training in a disciplinary field that requires a course of education and experience beyond a terminal degree.
	Research Administration	Jobs in this series recognize positions that provide effort in research, not primarily in the design or evaluation, but which play a part in carrying out research. Typical duties include operationalizing research protocols, ensuring compliance, interpreting regulations, providing expert advice on compliance/regulations, operation and maintenance of specialized scientific equipment, evaluation of epidemiological literature, assisting in determining ISO rates, and quality control.
18. Student Services: Jobs in this job family deal with graduate and undergraduate instruction and activities related to student academic life at the University; and with the physical, social, cultural, and psychological well-being of students.	Academic Programming and Advising	Jobs in this series focus on enhancing academic success of students, in groups or as individual students, through curriculum planning, academic advising on program policies and issues, developing and implementing academic support programs, etc.
	Career Planning and Placement	Jobs in this series focus on students' career development. Typical duties include planning, developing and implementing programs, activities and counseling services on career focus, job placement, interview preparation, and conducting resume review and on-campus interview, etc.
	Student Programs and Services	Jobs in this series work on social and adjustment programming for students. This could be housing, orientation, minority student affairs, student group management, Greek house advising, student unions, etc.
	Recruitment and Admissions	Jobs in this series deal specifically with the work of recruiting, admitting, and retaining students until they begin their careers at the university. Typical duties include: <ul style="list-style-type: none"> ▪ Recruits, evaluates, and participates in the selection of candidates for admission. ▪ Maintains liaison with organizations and individuals involved in the admissions process. ▪ Develops public presentations to promote University. ▪ Advises applicants and parents about educational planning.
	Financial Aid	Job in this series deal with student issues specifically in the financial area. Typical duties include: <ul style="list-style-type: none"> ▪ Analyzes students' level of need and eligibility for financial aid.

APPENDIX G

JOB FAMILY	JOB SERIES	JOB SERIES DESCRIPTION
		<ul style="list-style-type: none"> ▪ Interprets financial aid regulations. ▪ Analyzes student data from multiple sources. ▪ Implements procedures to ensure regulatory compliance and accurate, efficient delivery of financial aid.
	Registration and Records	Jobs in this series deal with both the registration of students and the keeping of privacy for the student records. Typical duties include registration planning and implementation, archiving hard copy and current student records, student records privacy and compliance, etc.
	Student Services Generalist	Jobs in this series involve a wide range of student services duties and responsibilities for an academic unit or organization. Duties include assisting faculty and students in academic advising, recruitment and admissions, financial aid, the evaluation and awarding of fellowships and grants, student orientation and events, and related programs.

APPENDIX H

Appendix H System Data – Job Family Job Titles

This chart depicts a potential match of our current job classifications into the proposed job families.

JOB FAMILY	JOB CODE TITLES
Administration	Accounts Specialist, Administrative Aide, Administrative Asst (No Entry), Administrative Director, Assistant Chancellor, Assistant District Director, Assistant , Provost, Assistant Vice Chancellor, Assistant Vice President, Assistant Vice Provost, Associate Administrator, Associate Chancellor, Associate Provost, Associate Vice Chancellor, Associate Vice President, Associate Vice Provost, Chancellor, Chief Information Officer, Chief of Staff, Ofc of Pres, Data Entry Supervisor, Dean, Deputy Chief of Staff, Pres, Exec Asst, Phys Planning/Dev, Exec Dir/Corp Sec Brd Regents, Exec Vice President/Provost, Executive Secretary, Foundation Pres & Chief Ex Ofc, General Counsel, Head, Experiment Station, Office Specialist, Office Supervisor, Personnel Assistant, President, Principal Cashier, Principal Data Entry Operator, Principal Secretary, Principal Survey Interviewer, Provost, Regional Director, Senior Administrative Director, Senior Data Entry Supervisor, Senior Office Assistant, Senior Office Supervisor, Senior Secretary, Senior Vice President, Supplementary Office/Svc Wrkr, Telephone Operator Supervisor, University Librarian, Vice Chancellor, Vice President, Vice Provost, Word Processing Specialist, Word Processing Supervisor
Athletics and Recreation	Assistant Athletic Trainer, Assistant Coach, Asst Athletic Ticket Manager, Athletic Equipment Manager, Athletic Ticket Manager, Athletic Trainer, Coach, Head Coach, Recreation Facilities Manager
Business Development	Assistant Business Dev Spec, Assoc Bus Dev Spec, Bookstore Dept Supervisor, Business Dev Spec, Manager, Computer Sales, Principal Bookstore Manager, Senior Bookstore Manager
Campus Operations and Protection	Architect, Area Manager, Food Services, Assistant Engineer, Associate Engineer, Asst Golf Course Maint Supv, Building/Grounds Supervisor, Captain, Captain of Police, Chief Mate, Chief Operating Engineer, Construction Project Manager, Construction Superintendent, Coord, Property Acquisition, Coordinating Planner, CPPM Project Mgr I, CPPM Project Mgr II, Director, University Union, Electromechanical Systems Spec, Engineer, Engineer/Architect, Engineering Records Supervisor, Environmental Hlth Specialist, Environmental Hygiene Officer, Environmntl Health&Safety Spec, Envrn Health/Safety Div Mgr, Executive Chef, Facilities Manager, Facilities Planner, Facilities Project Coordinator, Facilities Supervisor, Facilities Support Supv, FM, Facilities Team Manager, Farm Foreman, Food Operations Manager, Food Operations Supervisor, General Maintenance Supervisor, Golf Course Maintenance Supv, Grounds Crew Foreman, Grounds Superintendent, Groundskeeper, Eastcliff,

APPENDIX H

JOB FAMILY	JOB CODE TITLES
	<p>Landscape Gardener, Landscape Maintenance Supv, Maint/Operations Supervisor, Maintenance Planner/Scheduler, Maintenance Supervisor, Manager, Outdoor Store, Manager, University Storehouse, Managing Engineer/Architect, Mechanical Construction Suprtn, Mgr, Electronic Instrument Svc, Operations Supv, Facfts Mgmt, Owner's Representative, Parking Area Supervisor, Planner, Police Lieutenant, Prin Building/Grounds Supv, Prin Envrn Health/Safety Tech, Prin Food Operations Manager, Principal Engineer, Principal Engineer Supervisor, Principal Plant Engineer, Principal Prod Supervisor, Printing Plant Manager, Production Supervisor, Project Mgr, Facilities Mgmt, Project Supt Supv, Facfts Mgmt, Residence Caretaker, Eastcliff, Senior Architect, Senior Building/Grounds Supv, Senior Engineer, Senior Engineer Supervisor, Senior Engineer/Architect, Senior Interior Designer, Senior Planner, Senior Printing Estimator, Senior Production Supervisor, Sr Project Mgr, Facilities Mgmt, Sr Stores/Delivery Supervisor, Stage Mgr Northrop Mem Aud, Stores and Delivery Supervisor, Supply Processing Supervisor, Transit Coordinator, UNITE Facilities Manager, University Building Official, University Inspector, Vending Location Supervisor, Vending Route Supervisor, Vending Svc Maintenance Supv</p>
Communications, Public Relations & Marketing	<p>Art/Instructional Mat Mgr, Associate Editor, Asst Director, Univ Relations, Dir, Communication Svc, CEE, Editor, Graphic Designer/Media Artist, Informational Representative, Media Program Project Developer, Prin Media Resources Producer, Prin Public Relations Rep, Principal Informational Rep, Principal Photographer, Public Relations Rep, Radio Station Manager, Science Writer, Senior Editor, Senior Photographer, Sports Promotion/Info Director, Sports Promotion/Info Rep, Sr Media Resources Producer, Television Production Manager, Video Photographer</p>
Community Relations	<p>Community Program Assistant, Community Program Associate, Community Program Specialist</p>
Development and Alumni Relations	<p>Associate Development Officer, Asst to Director, Development, Development Officer, Director of Development, Senior Development Officer, Senior Director of Development</p>
Educational / Instruction Svcs and Teaching	<p>Area Program Leader, Assistant Education Specialist, Assistant Extension Professor, Assoc Continuing Educ Spec, Associate Education Specialist, Associate Extension Professor, Asst Continuing Education Spec, Continuing Educ Specialist, Education Specialist, Extension Educator, Extension Professor, Lecturer, Senior Lecturer, Senior Teaching Specialist, Teaching Specialist, Technical College Lab Teacher</p> <p>*Note: This list does not include the secondary titles for these positions; however, they will be included in this job family.</p>

APPENDIX H

JOB FAMILY	JOB CODE TITLES
Finance & Purchasing	Accountant, Accounting Supervisor, Analyst for Indirect Costs, Audit Manager, Auditor, Buyer, Buyer Supervisor, Controller, Director, Office of the Bursar, Fiscal Manager, Univ Press, Fiscal Officer, Inventory Services Manager, Patient Financial Specialist, Prin Accounts Spec/Acct Supv, Principal Accountant, Principal Auditor, Principal Collections Rep, Purchasing Manager, Senior Accountant, Senior Auditor, Senior Bookstore Buyer
Grant Administration	Grant/Contract Admin Asst, Grants/Contract Acct Manager, Prin Grants/Contracts Acctnt, Sr Grant/Contract Admin
Health Care & Animal Care	Assistant Clinical Specialist, Assistant Counselor, Assistant Counselor/Advocate, Associate Clinical Specialist, Associate Counselor, Associate Counselor/Advocate, Associate Psychologist, Asst Manager, Vet Tech Svc, Cardiac Ultrasound Tech, Chief Pathologist Assistant, Clinic Physician, Clinical Specialist, Community Health Coordinator, Community Health Supervisor, Community/Clinical Preceptor, Counselor, Counselor/Advocate, Dental Clinic Supervisor, Dentist, Dietician, Laboratory Animal Tech Spec, Licensed Practical Nurse Supv, Maxillofacial Prosthetist, Med Technologist Supervisor, Medical Illustrator, Medical Photography Manager, Medical Technologist, Nurse Manager, Nursing Supervisor, Optometrist, Pharmacist, Pharmacy Supervisor, Physical Therapist, Physician, Physician Assistant, Principal Veterinary Tech, Psychiatric Social Worker, Psychologist, Radiologic Technologist, Senior Counselor, Senior Farm Animal Technician, Senior Medical Photographer, Senior Medical Technologist, Senior Physician, Senior Psychologist, Senior Veterinary Technician, Social Worker, Sr Psychiatric Social Worker, Supervising Med Photographer, Ultrasound Technologist, Veterinarian Asst/Practitioner
Human Resources	Asst Dir, Equal Opportunity, Asst Payroll Services Manager, Empl Benefits Operations Mgr, Employee Benefits Counselor, Employment Specialist, Frmr Mgmt Salary Plan Admn, Human Resources Consultant, Human Rsrc Lead Consultant, Mgr, Insurance Plan/Research, Payroll Services Manager, Payroll Supervisor, Personnel Services Supervisor, Personnel Specialist, Personnel Systems Coordinator, Recruitment Coordinator, Sr Employee Benefits Counselor, Sr Employment Representative, Sr Equal Opportunity Coord, Staffing Consultant, Training Coordinator, Unemployment Claim/Plcmt Spec

APPENDIX H

JOB FAMILY	JOB CODE TITLES
IT	Assoc Dir, AV Svc, Media Rsrc, Audiovisual Operations Manager, Dir, Broadcast Engineering, UMM, Info Tech Mgr, Info Tech Mgr (P/A), Info Tech Prof, Info Tech Prof (P/A), Info Tech Services Supervisor, Info Tech Supervisor, Info Tech Supervisor (P/A), Information Systems Audit Mgr, Information Systems Auditor, Media Engineering Supervisor, Media Resources Managing Engr, Media Resources Prin Engineer, Media/Electronics Supv, MN Un, Prin Information Sys Auditor, Radio/TV Broadcast Tech, Sr Information Systems Auditor, Sr Radio/TV Broadcast Tech, Sr Telecommunications Engineer, Supv Digital Equip Svc Spec, Telecom Operations Manager, Telecommunications Supervisor, Television Supervising Tech
Legal	Assistant General Counsel, Associate General Counsel, Attorney, Deputy General Counsel, Legal Assistant (No New Entry), Paralegal, Senior Attorney
Libraries & Museums	Acquisitions Editor, Art Librarian, Slides/Photo, Assistant Curator, Assistant Librarian, Associate Curator, Associate Librarian, Curator, Librarian, Library Division Head, Library Manager, Library Professional, Library Supervisor, Museum Professional, Museum Supervisor, Senior Acquisitions Editor
None	Exempt Temporary or Casual, Musician, Non-Exempt Temporary or Casual
Pre K-12 Education	Child Care Specialist, Director, Child Care Center, Early Childhood Specialist, Head Child Care Teacher
Research	Assistant Scientist, Asst Manager, Research Ani Fac, Cartographer Fellow, Hormel Fellow, Industrial Fellow, Junior Scientist, Laboratory Machinist Spec, Laboratory Svc Coordinator, Managing Rsrch Engineer, Phys, Mgr, Scientific Apparatus Svc, Mgr, Research Animal Facilities, Prin Laboratory Technician, Prin Research Shop Foreman, Public Health Specialist, Research Associate, Research Compliance Supervisor, Research Fellow, Research Plot Coordinator, Research Specialist, Resident Mgr Research Sites, Rsrch Subjects Compliance Spec, Scientist, Senior Cartographer, Senior Fellow, Senior Laboratory Technician, Senior Research Associate, Senior Research Fellow, Senior Scientist, Sr Laboratory Services Coord, Sr Public Health Specialist, Sr Research Plot Technician, Statistician, Supervisor, Glass Technology, Supervisor, Meat Laboratory, Univ Distinguished Fellow
Student Services	Assistant Academic Advisor, Associate Academic Advisor, Asst Dir, Student Support Svc, Degree Program Advisor, Dir, Student Support Services, Exec Student Personnel Worker, Housing Specialist, Prin Student Personnel Worker, Senior Academic Advisor, Student Personnel Coordinator, Student Personnel Worker, Student Services Supervisor, Student Support Services Assoc, Student Support Services Asst

APPENDIX H

JOB FAMILY	JOB CODE TITLES
TBD	Administrative Professional, Analyst, Assistant Department Director, Assistant Director Cmp/Col, Assistant Director Univ Wide, Assistant Program Director, Assistant To, Associate Analyst, Associate Department Director, Associate Director Cmp/Col, Associate Director Univ Wide, Associate Program Director, Associate To, Coordinator, Crookston Division Director, Departmental Director, Director (University-Wide), Director Campus/College Level, Executive Assistant, Professional Dir (No Entry), Program Associate, Program Director, Senior Analyst, Special Assistant, Special Project Associate, Technical Consultant

The next chart shows the disparity in job codes. The coordinator position has the largest number of employees at 631. This chart includes all the jobs with more than 5 employees. There are 406 job codes with less than five employees.

Job Code	Job Code Title	# of Empls
9354	Coordinator	631
9702	Research Associate	504
8635	Info Tech Prof	452
8636	Info Tech Prof	422
9340	Program Director	315
8350	Junior Scientist	284
8351	Assistant Scientist	248
9753	Lecturer	240
9703	Research Fellow	198
8315	Community Program Specialist	180
8208	Program Associate	154
9353	Assistant To	150
9334	Director Campus/College Level	149
9341	Associate Program Director	147
8316	Community Program Associate	146
8352	Scientist	143
8205	Executive Assistant	135
9337	Departmental Director	133
7834	Executive Secretary	114
9775	Info Tech Prof (P/A)	110
7201	Associate Administrator	109
9361	Head (With Faculty Rank)	107

Job Code	Job Code Title	# of Empls
8215	Senior Accountant	103
7206	Administrative Professional	94
9623	Assistant Extension Professor	85
8216	Principal Accountant	85
9755	Research Specialist	81
9793	Assistant Coach	75
9701	Senior Research Associate	72
9621	Extension Professor	71
9342	Assistant Program Director	67
0600	Administrative Director	66
9717	Development Officer	66
8201	Associate Administrator	65
9352	Associate To	65
9312	Associate Dean	63
7205	Executive Assistant	63
9721	Physician	63
9709	Assistant Academic Advisor	61
9335	Associate Director Cmp/Col	59
9715	Assistant Librarian	58
7636	Info Tech Supervisor	56
8206	Administrative Professional	54
8463	Student Personnel Coordinator	54
9336	Assistant Director Cmp/Col	52

APPENDIX H

Job Code	Job Code Title	# of Empls
9791	Head Coach	52
8214	Accountant	51
7824	Office Supervisor	49
7155	Operations Supv, Facfts Mgmt	48
9339	Assistant Department Director	47
7352	Scientist	47
9770	Senior Lecturer	43
9330	Director (University-Wide)	42
9625	Extension Educator	42
9751	Senior Fellow	42
9718	Associate Development Officer	41
9622	Associate Extension Professor	41
0001	Non-Exempt Temporary or Casual	41
8431	Editor	40
9714	Associate Librarian	40
9362	Director (With Faculty Rank)	39
8460	Student Personnel Worker	38
8180	Personnel Specialist	37
9381	Info Tech Mgr (P/A)	35
8200	Administrative Aide	34
9747	Assistant Education Specialist	34
7217	Fiscal Officer	34
0760	Library Manager	33
8353	Senior Scientist	33
0601	Senior Administrative Director	32
8348	Graphic Designer/Media Artist	32
9745	Education Specialist	31
9756	Community/Clinical Preceptor	31
7353	Senior Scientist	31
7077	Senior Office Supervisor	30
0636	Info Tech Mgr	30
9743	Senior Research Fellow	29
7216	Principal Accountant	28
9733	Associate Clinical Specialist	27
9710	Hormel Fellow	27
9311	Dean	26
7809	Prin Accounts Spec/ Acct Supv	25

Job Code	Job Code Title	# of Empls
7315	Community Program Specialist	24
9313	Assistant Dean	23
8440	Informational Representative	23
7316	Community Program Associate	23
9746	Associate Education Specialist	23
9724	Psychologist	23
9713	Librarian	23
9708	Associate Academic Advisor	23
7213	Accounting Supervisor	21
8217	Fiscal Officer	21
8356	Sr Laboratory Services Coord	21
9371	Analyst	19
8385	Community Health Coordinator	19
9732	Clinical Specialist	19
8330	Environmntl Health&Safety Spec	18
8421	Library Professional	18
8261	Student Support Services Assoc	18
9707	Senior Academic Advisor	18
9303	Associate Vice President	17
0206	Administrative Professional	17
7215	Senior Accountant	17
8210	Grant/Contract Admin Asst	17
7351	Assistant Scientist	17
7261	Student Support Services Assoc	17
7208	Program Associate	16
9333	Assistant Director Univ Wide	16
9795	Assistant Athletic Trainer	16
8430	Associate Editor	16
8432	Senior Editor	16
9716	Senior Development Officer	16
9633	Regional Director	15
8375	Senior Engineer	15
9729	Continuing Educ Specialist	14
8263	Training Coordinator	14
9356	Human Resources Consultant	14
7185	Exec Student Personnel Worker	14
0834	Executive Secretary	13
9304	Assistant Vice President	13
8441	Principal Informational Rep	13
8254	Buyer	13
9331	Associate Director Univ Wide	12
9350	Special Assistant	12

APPENDIX H

Job Code	Job Code Title	# of Empls
7198	Principal Veterinary Tech	12
8406	Research Plot Coordinator	12
8260	Student Support Services Asst	12
0833	Principal Secretary	11
7147	Building/Grounds Supervisor	11
8229	Principal Collections Rep	11
8211	Sr Grant/Contract Admin	11
9776	Info Tech Supervisor (P/A)	11
0007	Exempt Temporary or Casual	11
9302	Vice President	10
9372	Associate Analyst	10
9761	Assistant Business Dev Spec	10
9631	Area Program Leader	10
9739	Curator	10
7406	Research Plot Coordinator	10
9728	Public Health Specialist	10
7461	Prin Student Personnel Worker	10
7025	Bookstore Dept Supervisor	9
8374	Engineer	9
8400	University Inspector	9
7050	Nursing Supervisor	9
7922	Laboratory Animal Tech Spec	9
9705	Counselor	9
9726	Psychiatric Social Worker	9
7637	Info Tech Services Supervisor	9
7803	Principal Cashier	8
7833	Principal Secretary	8
9308	Vice Chancellor	8
0205	Executive Assistant	8
7159	Facilities Support Supv, FM	8
8404	Landscape Gardener	8
8255	Buyer	8
8303	Medical Technologist	8
7421	Library Supervisor	8
7199	Head Child Care Teacher	8
0620	Asst Dir, Student Support Svc	8
0629	Assistant District Director	7
7106	Maint/Operations Supervisor	7

Job Code	Job Code Title	# of Empls
8258	Staffing Consultant	7
0490	Paralegal	7
9735	Senior Attorney	7
7120	Food Operations Supervisor	6
7136	Parking Area Supervisor	6
7148	Prin Building/Grounds Supv	6
8399	Facilities Project Coordinator	6
8442	Public Relations Rep	6
7255	Buyer Supervisor	6
8222	Principal Auditor	6
7040	Dental Clinic Supervisor	6
8294	Radiologic Technologist	6
9712	Associate Psychologist	6
9723	Senior Psychologist	6
9736	Attorney	6
8414	Museum Professional	6
9744	Early Childhood Specialist	6
9752	Fellow	6
7823	Office Specialist	5
9309	Associate Vice Chancellor	5
9328	Vice Provost	5
0011	Technical Consultant	5
9370	Senior Analyst	5
7016	Sr Stores/Delivery Supervisor	5
7105	General Maintenance Supervisor	5
7122	Prin Food Operations Manager	5
7979	Electromechanical Systems Spec	5
8341	Principal Photographer	5
9730	Assoc Continuing Educ Spec	5
7072	Community Health Supervisor	5
9722	Dentist	5
7180	Personnel Specialist	5
7264	Student Services Supervisor	5

APPENDIX H

APPENDIX I

Appendix I

System Data - Employee Turnover Data

The first chart shows University turnover by employee group. A majority of the University's turnover is taking place within the first five years of service at 57% (2006). The second chart shows University turnover by type of termination.

FY06 Turnover by Employee Group

Employee Group	Staff Count	VOLUNTARY	IN-VOLUNTARY	END OF APPT	OTHER	TURN OVER
Bargaining Unit	4559	326	100	194	8	13.8%
Civil Service	4648	381	48	72	12	11.0%
P&A	3916	229	22	140	11	10.3%
Faculty-Non Regular	648	50	0	136	9	30.1%
Faculty-Regular	2816	56	3	4	27	3.2%
Grand Total	16587	1042	173	546	67	11.0%

Percentage of terminations

57.0%

9.5%

29.9%

3.7%

FY05 Turnover by Employee Group

Employee Group	Staff Count	VOLUNTARY	IN-VOLUNTARY	END OF APPT	OTHER	TURN OVER
Bargaining Unit	4529	322	111	138	12	12.9%
Civil Service	4554	302	51	77	9	9.6%
P&A	3719	227	19	133	4	10.3%
Faculty-Non Regular	607	32	0	146	6	30.3%
Faculty-Regular	2769	58	1	4	25	3.2%
Grand Total	16178	941	182	498	56	10.4%

Percentage of terminations

56.1%

10.9%

29.7%

3.3%

FY04 Turnover by Employee Group

Employee Group	Staff Count	VOLUNTARY	IN-VOLUNTARY	END OF APPT	OTHER	TURN OVER
Bargaining Unit	4582	353	141	125	8	13.7%
Civil Service	4439	299	78	67	9	10.2%
P&A	3689	261	43	134	8	12.1%
Faculty-Non Regular	570	44	0	70	3	20.5%
Faculty-Regular	2764	62	0	2	18	3.0%
Grand Total	16044	1019	262	398	46	10.8%

Percentage of terminations

59.1%

15.2%

23.1%

2.7%

APPENDIX I

TERMINATIONS

FY06 Turnover by Employee Group

Employee Group	Staff Count	LESS THAN 1 YRS SVC	1 TO 5 YRS SVC	5 OR MORE YRS SVC	TURNOVER
Bargaining Unit	4559	208	214	206	13.8%
Civil Service	4648	66	223	224	11.0%
P&A	3916	65	153	184	10.3%
Faculty-Non Regular	648	46	56	93	30.1%
Faculty-Regular	2816	1	14	75	3.2%
Grand Total	16587	386	660	782	11.0%

Percentage of total terminations

21.1%

36.1%

42.8%

FY05 Turnover by Employee Group

Employee Group	Staff Count	LESS THAN 1 YRS SVC	1 TO 5 YRS SVC	5 OR MORE YRS SVC	TURNOVER
Bargaining Unit	4529	155	229	199	12.9%
Civil Service	4554	59	214	166	9.6%
P&A	3719	33	183	167	10.3%
Faculty-Non Regular	607	32	79	73	30.3%
Faculty-Regular	2769	1	24	63	3.2%
Grand Total	16178	280	729	668	10.4%

Percentage of total terminations

16.7%

43.5%

39.8%

FY04 Turnover by Employee Group

Employee Group	Staff Count	LESS THAN 1 YRS SVC	1 TO 5 YRS SVC	5 OR MORE YRS SVC	TURNOVER
Bargaining Unit	4582	154	267	206	13.7%
Civil Service	4439	48	234	171	10.2%
P&A	3689	43	219	184	12.1%
Faculty-Non Regular	570	24	56	37	20.5%
Faculty-Regular	2764	1	20	61	3.0%
Grand Total	16044	270	796	659	10.8%

Percentage of total terminations

15.7%

46.1%

38.2%

APPENDIX J

Appendix J System Data - Employee Promotion Data

The first chart depicts the promotional patterns within and across employee groups. Last year there were 984 promotions recorded in PeopleSoft in the civil service, bargaining unit, and P&A employee groups. Sixty-seven percent of the promotions were within their respective groups. The other promotions appear to follow a pattern of promotion from bargaining unit to civil service (41.7% of BU promotions in FY07), civil service to P&A (27% of civil service promotions in FY07), and P&A to faculty (12.5% of P&A promotions in FY07). The second chart depicts the promotional patterns within and across colleges. In FY07 74% of civil service promotions occurred within the existing department and 86% of P&A promotions occurred within the existing department.

FY07

Employee Group	Promotions Within Employee Group	Promotions Outside of Employee Group				Total Promotions
		Civil Service	P&A	Faculty	BU	
Civil Service	239		89		3	331
P&A	193	3		28		224
BU	232	179	18			429

FY06

Employee Group	Promotions Within Employee Group	Promotions Outside of Employee Group				Total Promotions
		Civil Service	P&A	Faculty	BU	
Civil Service	241		86		1	328
P&A	186	2		24		212
BU	288	186	20			494

FY05

Employee Group	Promotions Within Employee Group	Promotions Outside of Employee Group				Total Promotions
		Civil Service	P&A	Faculty	BU	
Civil Service	238		80		7	325
P&A	158	2		21		181
BU	230	145	5			380

APPENDIX J

FY07

Employee Group	Promotions within College		Promotions Outside of College	Total Promotions
	Within Dept	Outside of Dept		
Civil Service	245 (74%)	25 (8%)	61 (18%)	331
P&A	192 (86%)	10 (4%)	22 (10%)	224

FY06

Employee Group	Promotions within College		Promotions Outside of College	Total Promotions
	Within Dept	Outside of Dept		
Civil Service	253 (77%)	19 (6%)	56 (17%)	328
P&A	174 (82%)	14 (7%)	24 (11%)	212

APPENDIX K

Appendix K System Data - JEQ Data

The first chart displays the results from a customer satisfaction survey that was delivered to every supervisor and human resource professional that participated in a JEQ between January and December 2007. Forty percent of the employees who received the survey responded. The survey shows that the two largest areas of dissatisfaction with the JEQ process are the amount of time that it takes to complete and the clarity of the questions and written document. Given that time was the number one concern, we also analyzed the JEQ process to find what elements of the process consume the majority of the time. These results are depicted in the second chart. This chart shows that on average it is taking the department/college 43 days to review and obtain signatures before submitting a JEQ to Compensation. The average time for central compensation to analyze the JEQ is 45 days.

(# of Days)	Average	Min	Median	Max	Standard Deviation
Employee Signature to Supervisor Signature	18	0	0	704	75
Supervisor Signature to Department Head Signature	6	0	0	221	21
Department Head Signature to Dean/ Administrative Officer Signature	12	0	3	228	25
Final Signature to Receive in Compensation Department	10	0	7	68	11
Missing Information to Compensation	3	0	0	55	8
Received in Compensation to Consultant	1	0	1	6	2
Consultant Receives to Consultant Completed	42	0	39	191	32
Employee Signature to Completed	91	0	70	745	90

(# of Days)	Average	Min	Median	Max	Standard Deviation
Dept/College Time to Review	43	0	21	715	78
OHR/Compensation Time to Review	45	0	40	191	33

APPENDIX K

JEQ Survey Results

144 Responses (January 2007-December 2007)

Response Rate 41.9%

3.72/5	Strongly Agree	Agree	Neutral/ Unsure	Disagree	Strongly Disagree	Not Applicable
1. Overall I was satisfied with the study and/or consultation I received.	25%	55%	8%	6%	6%	1%
2. The information was accurate.	18%	60%	10%	8%	0%	4%
3. The written documentation was clear and easy to understand.	10%	51%	18%	8%	8%	6%
4. The study and/or consultation were completed in an appropriate	15%	47%	9%	15%	15%	1%
5. Staff members were knowledgeable of compensation principles	27%	54%	10%	6%	1%	1%

APPENDIX L

Appendix L Benchmarking

Civil Service Working Group Benchmarking Summary

The civil service work group benchmarked four specific labor markets: private sector, nonprofit sector, public sector, and peer universities. The work group developed a series of questions to understand the structure, design, delivery, and success factors of total rewards programs including: benefits, promotion/career paths, training, methods used to value work, and pay programs. The following firms participated in the interviews, which were conducted in the fall of 2007: Mayo, Cargill, Medtronic, City of Minneapolis, Hennepin County, University of Michigan, Indiana, Penn State, and Berkeley. These organizations were chosen either because they had been noted as having exceptional human resources practices and policies or because they shared similar structural traits to the University such as size, decentralization, or location.

The goal of our benchmarking was to identify key principles, concepts, and practices that other organizations have found to be successful. As such we identified the following key principles, concepts, and practices that these firms identified as key to success:

- High involvement and consultation with local management and governing bodies when designing and upgrading classification and compensation systems. The extra time required to do this is time well spent.
- Transparency. It is critical that all employees know why and how they are paid. This knowledge is key to reducing a perception of unfairness. Communicate, train, and communicate again
- Structure and systems that provide order and fairness combined with flexibility for managers to make decisions impacting pay. Remember to keep things simple .
- Expert knowledge and incorporation of external market data.

We conducted these interviews with the understanding that each organization is unique and therefore we devoted time to understanding the specific challenges, circumstances, and culture of each organization. The next paragraphs explore some of the specific questions we pursued and the answers provided by industry segment.

The first questions we asked were to ascertain the structure of these organizations in regards to employee groups. The universities that we surveyed tended to organize mostly around the following employee groups: executive group (50-250 employees), faculty, professional group (usually very large 8-20,000 employees), small union represented group, and Michigan and Berkeley had a group of faculty like positions (librarians, academic administrative with faculty status, and clinical). The private sector and nonprofit firms we interviewed do not have separate employee groups except when a portion of the population is represented by a union. The two public organizations have multiple employee groups and have more employee groups represented by unions.

We asked each of the organizations about their benefit plans. We were particularly interested in understanding if the organizations have company-wide benefit plans. University peers have company-wide health care. Vacation and sick leave accruals varied between professional staff and support staff

APPENDIX L

(usually union represented) staff at Berkeley and Indiana but were the same for professional groups. Michigan has vacation accrual differences between non-exempt, exempt, and faculty. Penn State vacation and sick leave vary by group (faculty, executive, professional, and union represented). Differences in retirement programs exist at Indiana (again between professional and support staff represented by union) and Penn State with the support staff having a defined benefit plan. At Penn State professional staff chose whether to be on a defined contribution or defined benefit plan. The non-profit and private sector firms for the most part have company-wide benefit plans. The public sector firms also for the most part had company-wide benefits with a few small exceptions.

The classification and compensation systems at these organizations differ by sector. All University peers have moved or are moving to a career band classification system that segments jobs by functions and provides career ladders that distinguish positions based on the level of work performed. All University peers have moved or are moving toward compensation systems that are based on external market data. Non-profit and private sector firms we interviewed have an external market foundation to their compensation systems. Some of these firms utilize career ladders across all functions and others utilize career ladders for specific functions. Public sector firms utilize a combination of internal equity and external market pay as the foundation of their compensation and classification systems. We asked each organization to delineate the roles of central HR and local HR in regards to classification determination. All the university peers had a central compensation office that made the decision regarding exemption status. Most of universities had a central office that makes the classification decision on new positions. Most of the universities allowed local control of movement within an established career path for a unit. The two private sector firms give high level local HR the authority to make classification decisions including exemption status. The non-profit firm utilizes a central compensation group to make classification and exempt decisions. The two public firms also utilized a central compensation group to make these decisions.

APPENDIX L

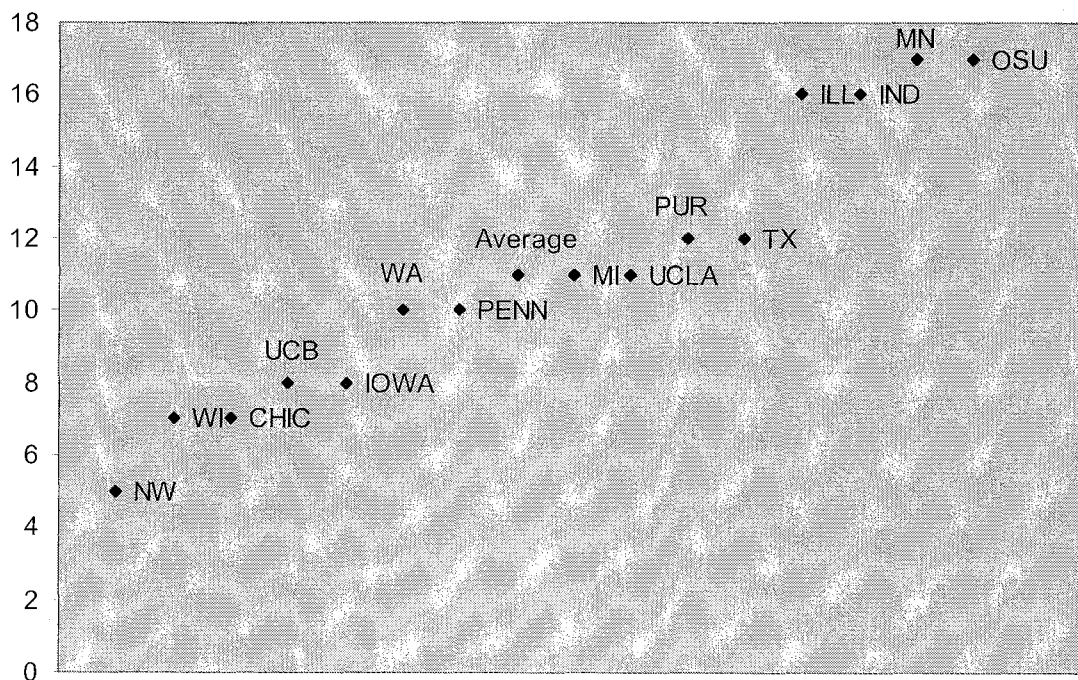
P&A Working Group Benchmarking Summary

Compensation and classification structures of other institutions in the Big 10 and in the University of Minnesota's Top 10 benchmarking group were areas of significant interest to the P&A Workgroup (Workgroup). The Workgroup developed a series of twenty-two questions, covering the following topics: employee group transparency, total rewards, promotion/career paths, training, and program assessment. Fifteen universities participated in the interviews, which were conducted in February, March and April of 2007. Much of the information was subjective in nature, making the analysis similarly subjective; however, some commonalities did surface.

During the initial review of the survey information, each university received a point score of 1 to 5 for each of the following criteria:

1. Centralized System (Centralized to Decentralized)
2. Compensation and Classification Structure (Highly Structured to Open System)
3. Consistency (Consistent Application to Inconsistent Application)
4. Benefit Structure (Consistent Benefits to Differing Benefits Among Non-Faculty)

For example, a highly-structured, consistent, and centralized classification and compensation system with equal benefits to all non-faculty could score as low as a 5, while an open, sporadic, and decentralized system with dissimilar benefits could score as high as 20. Points were assigned subjectively based upon an analysis of the questionnaire responses. The University of Minnesota scored a 17 of 20, in a group average of 11. The scores are charted below.



APPENDIX L

Overall, the majority of the universities surveyed had compensation and classification systems that were more centralized than the University of Minnesota. The University of Michigan, the University of Illinois, and the Ohio State University are perhaps closest to the University of Minnesota with regard to decentralized administration. As one would expect, consistent application of policy and structure was closely tied to centralization. Six universities have systems balanced between a structured system and an open system. For example, while there are job classifications used at the University of Minnesota, there are no salary ranges currently used, and the existing classifications may not always be relevant to the needs of the current employee populations. Six universities evidenced strong (perhaps even rigid) structure, while the other three have open systems with job descriptions, but no real classification system. These three universities are the University of California Berkeley (under the new system currently being implemented), Purdue, and the University of Texas-Austin.

The majority of the institutions surveyed had significant differences in benefits between varying levels of non-faculty, with the greatest consistency appearing within the California system, the University of Michigan, Northwestern University, and the University of Wisconsin. In addition, each of these institutions showed basically no stratification of the non-faculty, non-bargaining-unit employee group. The University of Chicago and the University of Washington-Seattle each had more consistent benefits and less stratification of the non-faculty, non-bargaining-unit employee group, but perhaps to a lesser extent than the other five universities. In total, just over 40 percent of the institutions surveyed indicated that rather than classifying positions into the University of Minnesota's P&A and civil service employee groups, these positions are considered one employee group.

In addition to the overall scoring, the survey responses were reviewed for other topical patterns.

- Many universities indicate a desire to move to a more market-driven compensation structure, though the majority surveyed rely more upon internal equity and the ability to pay when setting compensation levels. Only about 25% of the universities surveyed indicated that compensation was wholly or primarily market-driven under current systems.
- Attitudes towards promotional tracks within the P&A group were mixed, with about 40 percent of the universities surveyed indicating that promotional tracks were a focus, or were being enhanced. Another 25 percent of the population indicated that there were no promotional tracks, nor was there any movement to implement them.
- Sixty percent of the universities surveyed mentioned "raiding" between departments or colleges, with inequities in pay based on individual college or departmental budgets. Interestingly, two of the three universities appearing to be most like the University of Minnesota in decentralized structure reported at least some raiding between departments.
- Total compensation is receiving more attention in higher education, with 60 percent of survey participants indicating that a total compensation philosophy was implemented or in discussion.

APPENDIX L

The attitudes towards compensation and classification in these survey results were as varied as the structures and methods used to manage the systems. Benchmark universities used both centralized and decentralized methods, with varying emphasis on internal versus external equity. Individual equity (pay for performance) went virtually unmentioned, which may be based in part on the financial limitations that higher education institutions must manage each year. Universities appear to be struggling with the desire to treat all faculty and staff equally, while operating within the historically hierarchical structures maintained for over a century in higher education. Several universities have operated under both a centralized model and a decentralized model, swinging from one extreme to the other, depending upon the needs of the institution at the time of the change. While these techniques should not drive the recommendations made by the Workgroup, the past experiences of this group of universities could be invaluable when evaluating the various recommendations under consideration.

APPENDIX L

APPENDIX M

Appendix M Roles and Responsibilities

This appendix proposes clarifications to the division of roles and responsibilities between central and local human resources. It also proposes training and accountability methods that would reinforce the division of responsibilities.

(C=Central HR, L=Local-unit HR)

PRIMARY RESPONSIBILITY			FUNCTION
C	L	C/L	
✓			Create and maintain the classification structure including job families and promotional levels (e.g., entry professional, professional, senior professional, expert) within each job family for both or a combined civil service and P&A employee group(s).
✓			Develop generic classification descriptions including individual class concept and requirements.
✓			Receive and, after appropriate consultation, review and approve requests for new or revised job classifications.
✓			Develop, maintain, and update database of all job classifications/structure and provide for ready access to the information.
		✓	Communicate classification information to the U of M HR Community and managers/supervisors.
✓			Educate HR professionals in the job classification system, including an understanding of applicable regulations.
	✓		Train responsible administrators (managers and supervisors) of CS and P&A employees.
		✓	Provide for orientation, information and training at an appropriate level for employees.
		✓	Consult with and advise responsible administrators and departments regarding appropriate and consistent selection and use of job classifications within departments, colleges, and administrative units.
		✓	Consult on the creation and use of position (working) titles to meet needs and for consistency in use.
✓			Determine appropriate classification level for each position within the position management system, particularly as it relates to FLSA regulations with regard to exempt and non-exempt status. This would involve review of new and changed positions within the position management system.
	✓		Make classification determinations for postings of existing positions or for promotions for individuals where the unit has an approved career path.
✓			Conduct periodic audits to ensure compliance with applicable regulations.
		✓	Provide for orientation, information, and training at an appropriate level for employees.

APPENDIX M

Education/ Training Overarching Topics	PHASE I “Train the Trainer” Concept		PHASE II Unit Training		PHASE III Employee Information & Training
	Training Owner	Target Audience	Training Owner	Target Audience	Orientation/ Information/ Training Recommended
The U's classification and compensation philosophies	OHR	<ul style="list-style-type: none"> • HR Directors • Designated Staff 	HR Directors	Superv/ Mgrs	X
Changes to both Classification and Compensation Systems (C/C)—based on study and future modifications	OHR	<ul style="list-style-type: none"> • HR Directors • Designated Staff 	HR Directors	Superv/ Mgrs	
Overall C/C Process and Procedures	OHR	<ul style="list-style-type: none"> • HR Directors • Designated Staff 	HR Directors	Superv/ Mgrs	X
Roles, Responsibilities and Expectations with regard to C/C systems for the potential new employee group	OHR	HR Dir/Staff	HR Directors	Superv/ Mgrs	
<u>Classification</u> <ul style="list-style-type: none"> • When is the potential new employee group appropriate? • Applicable regulations • Job Families • Position (working) titles • Promotional levels Etc	OHR	HR Directors	HR Directors	Superv/ Mgrs	X
Analysis of market data and use in decision-making	OHR	HR Directors			
Information and guidelines to inform compensation decisions; developing a compensation strategy; reasons/methods of in-range	OHR	<ul style="list-style-type: none"> • HR Directors • Designated Staff 	HR Directors	Superv/ Mgrs	

APPENDIX M

Education/ Training Overarching Topics	PHASE I "Train the Trainer" Concept		PHASE II Unit Training		PHASE III Employee Information & Training
	Training Owner	Target Audience	Training Owner	Target Audience	Orientation/ Information/ Training Recommended
adjustments, approaches to compensation issues; and appropriate review of recommended choices					
Understanding and implementation of annual salary plans	OHR	<ul style="list-style-type: none"> • HR Directors • Designated Staff 	HR Directors	Superv/ Mgrs	X
Access and use of tools and information	OHR	<ul style="list-style-type: none"> • HR Directors • Designated Staff 	HR Directors	Superv/ Mgrs	X
Unit-specific process and procedure related to C/C systems			<ul style="list-style-type: none"> • HR Directors • Designated Staff 	Superv/ Mgrs	X
Auditing the use and implementation of C/C systems	OHR	<ul style="list-style-type: none"> • HR Directors • Designated Staff 			

APPENDIX M

APPENDIX N

Appendix N Civil Service and P&A Benefits Comparison

	P&A	Civil Service
Retirement	Faculty Retirement Plan (FRP) — Defined Contribution, 2.5% employee, 13% University	Minnesota State Retirement System — Defined Benefit, 4.25% employee, 4.25% University
Long-Term Disability	66 2/3% to 100% of pay per month after 3 months; includes health care subsidy dependent on service and FRP waiver; University-paid	\$300 to \$5,000 per month (capped at 60% of pay) after 6 months: Employee-paid
Non-renewal/ Layoff Notice	Based on length of service (1 to 12 months)	Minimum of 28 days
Seniority	None	Bumping rights, layoff list
Severance	Yes. This program is in addition to the Non-renewal Program, which is very similar to the Layoff/Severance Program.	No. Civil Service does, however, have the Layoff/Severance Program, which is very similar to the Non-renewal Program.
Rules/Policy	Policy	Rules
Outside Consulting	Available	Not available
Appointments	Primarily Contractual	Continuing, Temporary or non-contractual
Vacation	22 days annually for 100% A-term appointments; maximum of 22 days in bank (1 x annual accrual)	From 13 to 41.75 days, depending on service, V class status and sick-to-vacation conversion. Maximum of 83.5 days in bank (2 x annual)
Sick/Medical Leave	Informal — up to 3 months per illness or incident at 100%; used only for self or dependent children.	Formal — 13 days annually, no maximum bank; converts to vacation at 400 hour and 800 hour banks.

APPENDIX N

		Used for self, immediate family, or dependent children.
Paid Bereavement Leave	1 to 3 days for full-time employees, depending upon family member	Reasonably necessary number of days, taken from sick leave accruals
Vacation Donation	None	Yes
Paid Parental Leave	6 weeks to female biological parent; 2 weeks for male biological and adoptive parents.	10 days for biological or adoptive parents; birth mother may use 20 days additional sick leave if available.
Paid Transitional Leave	Yes for certain Academic Administrative appointments	None
Paid Development Leave	Yes	None